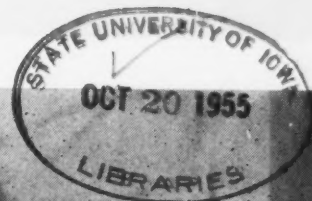


43

CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION



OCTOBER
1955

V. 417

CTA-
below

sub-

s pro-
other

y Ex-
policy-
of the

resent
pires

/

One)
onal

onal

number)

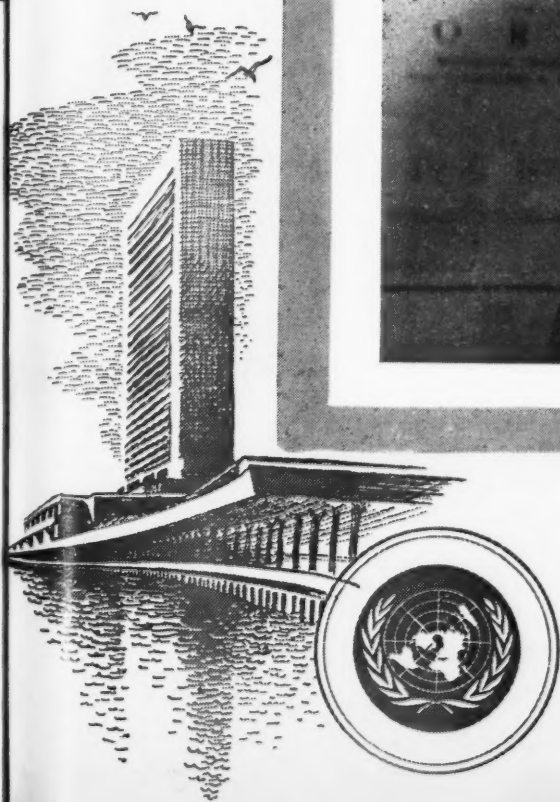
USE

Cl

C 955



Ralph J. Bunche — A Great Californian





\$55

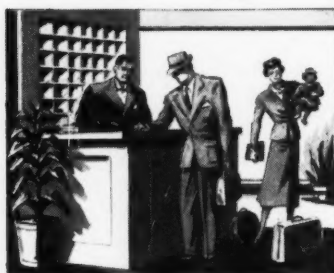
ESTIMATED SAVING with fire insurance package for average CTA home owner

CTA MEMBERS—You may now save around \$55 on fire and other vital insurance with the new, CTA-approved **HOMEOWNERS POLICY**. This package policy covers your home and personal possessions not only against loss from fire but also from theft, personal liability, glass damage, extra living expenses, and defense costs. *Net premium is expected to be 40 per cent below standard rates for comparable coverages on an individual policy basis!* This means that the average CTA homeowner can buy comprehensive insurance protection at a probable saving of \$55 every three years!



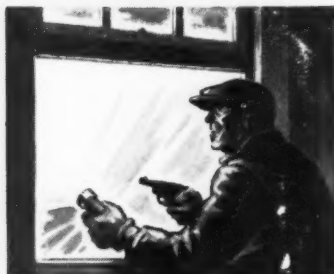
● FIRE COVERAGE

Fire, lightning, removal, windstorm, hail, explosion, riot, aircraft damage, non-owned vehicle damage, smoke damage, and residence glass breakage.



● EXTRA LIVING COSTS

Additional expenses for living in temporary quarters and eating in restaurants while home is being rebuilt after fire or other damage covered by policy.



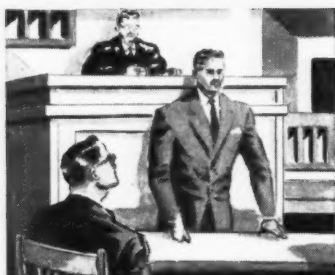
● THEFT: HOME & AWAY

Burglary, robbery, theft (including from unattended locked automobile), and larceny. Also damage to dwelling or contents caused by theft or attempted theft.



● PERSONAL LIABILITY

Accidents on and off premises for which you are liable, including injuries caused by pets, children, or sports. Also payments of resulting medical expenses.



● COSTS OF DEFENSE

Court costs, legal fees, and other costs of suits arising from your personal liability for any accident. Pays even if such suits prove false or fraudulent.

WHAT TO DO NOW. To obtain your exact premiums and estimated savings, fill in the reply form *completely* and mail it today to the nearest office of California Casualty Indemnity Exchange. There is no obligation.

— CUT OUT AND RETURN TODAY —

CALIFORNIA CASUALTY INDEMNITY EXCHANGE — TEACHERS PLAN • 417 South Hill Street, Los Angeles 13 • 22 Battery Street, San Francisco 11

Please mail me your exact prices and estimated savings for CTA-APPROVED HOMEOWNERS "PACKAGE" POLICY (presently available to homeowners and buyers only). This request does not obligate me to become a policyholder.

Teacher's Name _____ School Name _____ School City _____ School Phone _____
 Spouse's Name _____ Spouse's Occupation _____ Employer _____ Business Phone _____
 Name(s) As Listed On Deed (if not as above) _____
 Address of Dwelling To Be Insured _____ City _____ County _____ Home Phone _____
 Is Dwelling Located Within City Limits? YES _____ NO _____ Give nearest principal cross-streets (Blvds., Highways, etc.) _____

If you are served by a special Fire District, please indicate by name: _____

Type of Construction:

DWELLING: Wood or Frame ☐ Brick ☐ Other _____ ROOF: Shingle (wood) ☐ Composition ☐ Other _____

Date Present Fire Policy _____ Amount of Insurance _____ FULLY OWNED ☐ Cal. Vet. Loan ☐ Other Type Mortgage (G.I., FHA, Etc.) ☐
 on Dwelling Expires _____/_____/_____ You Desire on Dwelling \$ _____ OWNERSHIP: Fully Owned ☐ Cal. Vet. Loan ☐ Other Type Mortgage (G.I., FHA, Etc.) ☐

No. additional owned dwellings _____ No. of such Dwellings rented to others _____

Give ALL data requested. FOR IMMEDIATE COVERAGE telephone collect:
 Los Angeles—MADison 6-1461; San Francisco—SUTter 1-2600.

FOR OFFICE USE ONLY

Prot. Cl. _____ Const. _____ D.W. Lim. \$ _____
 Dist. _____ H.O. Code _____ C.P. Lim. \$ _____ Prof. ☐

IN THIS ISSUE

Editorials

THE AMERICAN IDEAL OF EQUALITY THROUGH EDUCATION <i>Arthur F. Corey</i>	3
CORDIALLY YOURS <i>JWM</i>	40

Association Activities

ODD BITS OF REVENUE <i>Garford G. Gordon</i>	8
CHANGES ON CTA STAFF	13
HOWARDINE HOFFMAN, NEW POLICY HEAD	13
INSURANCE PROGRAM EXPANDS <i>Howard Nordstrom</i>	14
WHAT I'D LIKE TO KNOW IS <i>Harry A. Fosdick</i>	15
ADMINISTRATORS GET EVALUATED	16
EDUCATION U.S.A. (National news summary)	20
FROM THE FIELD (State news summary)	21
CALENDAR	22

Features of Professional Interest

... TO CREATE A SHRINE TO EDUCATION IN CALIFORNIA	4
OLD COLUMBIA GRAMMAR SCHOOL <i>Harold Ward</i>	5
COLUMBIA, "GEM OF THE SOUTHERN MINES" <i>William H. Barton</i>	6
RALPH J. BUNCHE, SPECIALIST IN RACE RELATIONS <i>JWM</i>	10
READING CENTER AT USC	18
DRIVER EDUCATION LECTURE AVAILABLE	18
MAKE YOUR WELCOME HEARD <i>Allen Dale Lacky</i>	19
INGENIOUS PE EQUIPMENT CARRIER	19
DISCIPLINE—AND LOVE <i>Gene Darby</i>	22
WHAT CAN ETV DO FOR OUR SCHOOLS? <i>Raymond L. Smith</i>	25

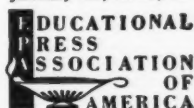
Miscellany

LES LANDIN CARTOONS	9 and 12
AUDIO-VISUAL AIDS <i>H. B. Patton</i>	30
NEW BOOKS	34
YOURS FOR THE ASKING	38

Robert C. Gillingham, President Arthur F. Corey, Executive Secretary
J. Wilson McKenney, Editor
Margaret F. Atkinson, Art Vivian L. Toewe, Advertising
Editorial and business offices: CTA Building, 693 Sutter St., San Francisco 2
Phone PROspect 6-4110

Copyright 1955 by California Teachers Association
Journal contents are listed in Education Index

CTA JOURNAL is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August by the California Teachers Association, 693 Sutter St., San Francisco 2, California. Active membership dues are \$12 a year including subscription to the Journal; other subscriptions \$2 per year. Entered at the San Francisco postoffice January 23, 1906, as second class matter under the Act of Congress of March 3, 1879. ADVERTISING: represented nationally by State Teachers' Magazines, Inc., 307 No. Michigan Ave., Chicago 1; 600 S. New Hampshire Ave., Los Angeles 5. Opinions of writers are not necessarily those of CTA. Manuscripts and photographs on educational subjects are invited but the publisher assumes no responsibility for return or compensation. CHANGE OF ADDRESS should reach the CTA Membership Department, 693 Sutter St., San Francisco 2, at least 40 days before normal delivery date. 153



Ralph Bunche

In these times of cold wars and world tensions, we need leaders of understanding, wisdom, and faith. Such a man is Dr. Bunche, whom we are honored to present as the second in our series of Great Californians. For more on the theme that "good teachers stand in the shade of our great men," see the article on page 10.

WORLD BOOK

Encyclopedia

PLANNED FOR SCHOOL USE

Curriculum Correlation

—World Book articles contain the information needed by students in elementary grades and in junior and senior high schools.

Readability—All World Book articles are written for the grade level or levels at which they are studied.

Ease of Use—A single alphabetical arrangement of subjects provides the quickest, easiest, and most direct method of locating topics.

Visual Aids—There are more than 20,000 illustrations in World Book—2,900 in striking color plus pictures, maps, diagrams, and graphs.

Continuous Revision—An Annual Supplement and a continuous revision policy keep the subject matter fresh and always up to date.

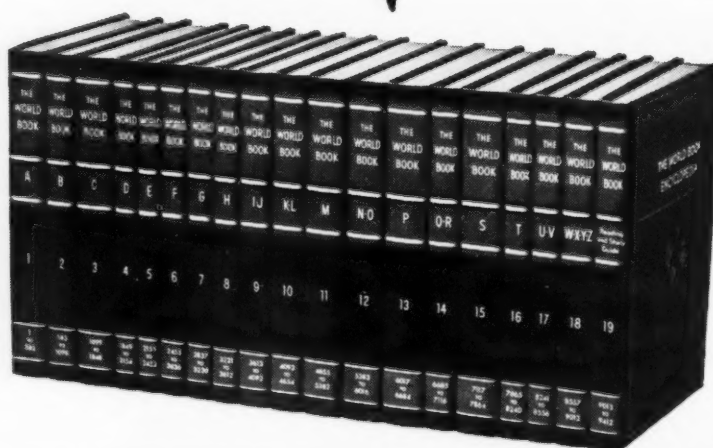
First in Sales—

World Book is used in more schools, libraries, and homes than any other encyclopedia.

For further information, contact your local World Book manager.

**J. G. Woods
Field Enterprises, Inc.
6404 Hollywood Blvd.
Hollywood 28, California**

Be sure to visit
the interesting
World Book exhibit
at your state convention



FIELD ENTERPRISES, INC., EDUCATIONAL DIVISION, Merchandise Mart Plaza, Chicago 54, Illinois

The American Ideal of Equality Through Education

THE American ideal of equality does not partake of the Marxian insistence on a classless society. Every society, even Russian Communism, quickly develops its own aristocracy. True revolutions never do more than switch the classes. The American ideal merely insists that aristocracy must be natural and not artificial. In America no man is an aristocrat because of who his father was but rather because of who he himself is. The American ideal of equality also insists that class distinctions be held to a minimum, and that no artificial barriers be permitted which will prevent a complete reshuffling of the class structure in every generation. James B. Conant calls this continual and rapid readjustment of class and distinction "social mobility" or "social fluidity." We must be so organized that no child is restricted in his achievements by race, birth or wealth.

Thomas Jefferson knew that education was the only force which could make it possible for America to come anywhere near achieving this ideal of equality. If every man is to have an equal chance, he must have access to relatively equal opportunity to improve his own capacities. This is the origin of our concept of equal educational opportunity for all. To be sure, some must lead; and some must work and follow, but the American public school is dedicated to the proposition that every child shall have the opportunity through ability and industry to lead if he may; and that the factors of race, birth or wealth shall be held to a minimum in the process through which he finds his natural place among his fellows.

We have long recognized that an educated electorate is essential for the preservation of democracy. Equalization of educational opportunity is necessary if there is to be any democracy to save. Educational opportunity is as basic a democratic principle as the right to fair trial or freedom of worship. The more complex society becomes, the more important education becomes as the means through which equality of opportunity is achieved for our citizens.

Our professed American faith is contradicted every time we segregate children of a minority race or discriminate against those of Mexican, Japanese,

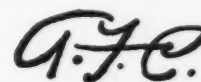
or Jewish ancestry. However, there is danger at the moment that we assume desegregation is in itself a panacea which will guarantee equality. Although desegregation does exemplify our high national purpose, it is merely a beginning and in itself guarantees nothing.

If public education is to be an efficient equalizer, the resources of the country must be adequately mobilized in its support. This means local, state and federal responsibility. Large segments of wealth in this country are pre-empted as tax sources by the federal government. There are millions of children residing in states where adequate educational opportunity could not be provided at local and state levels except through confiscatory taxation. Every major study of schools supported in the last twenty years has developed support for the thesis that a fair distribution of educational opportunity cannot be achieved except through federal aid.

Every child in America has the right to have access to a competent teacher. As far as competence can be affected by professional training, it should be equalized throughout the country. This can be accomplished only through a national program of professional accreditation and federal financial assistance.

Equalization of opportunity will not be achieved by treating all individuals alike. To treat two individuals of widely differing ability alike is to deny opportunity to both. Education can be the vehicle for achieving equal opportunity only when it provides the special services through which teachers may be assisted in diagnosing individual differences, needs and talents. The differentiation of treatment which this approach demands cannot be achieved in a program of mass instruction. Individual attention is absolutely impossible under present teacher loads in many parts of the country. Discrimination against a child which results from the fact that an over-burdened teacher didn't have time for him is just as harmful as discrimination which develops from bigotry or prejudice.

America's unique contribution to the world will not be automation, or mass production, and perhaps not art, music or poetry. We have in America through education the opportunity to approach in reality the age-old ideal of a society of free and equal men. If we succeed, this will be our unique contribution to human history.



Arthur F. Corey
CTA Executive Secretary



... to create a shrine to Education in California

*CTA sponsors plan to restore
historic Columbia schoolhouse*



CALIFORNIA school children, by investing less than the price of a movie, will have an opportunity this year to earn a personal stake in the colorful heritage of their state.

Teachers will have a stake too. Chartered chapters and local associations, with the help of the CTA staff will bring the story of the Old Columbia Grammar School to the attention of students, assist them in the collection of nickels and dimes, and supervise the financing of a restoration project.

Goal Is \$100,000

Goal will be the state-wide collection of a fund of \$100,000 within a reasonable time to pay for the reconstruction and refurnishing of the two-story red brick schoolhouse on Cemetery Hill in state-owned Columbia Historic State Park.

The project has the official sanction of the State Council of Education, with formal approval at the meeting last April. A joint resolution of the senate and assembly of the California Legislature, dated March 18, 1955, commended the CTA for its initial interest and urged cooperation of governing boards of school districts. Complete text of the joint resolution appeared in the May edition of the CTA Journal.

Chartered chapters and local associations will have complete freedom in setting up collection methods, obtaining cooperation of superintendents and approval of governing boards, and providing materials necessary for an effective project. Suggestions for classroom use of verified historical materials, ideas for local publicity, and progress reports on the campaign will be published from time to time in CTA Journal. No quotas will be set, but a target date for completion of the project will be announced this winter.

William H. Barton, member of the CTA Field Service staff and public contacts man, interested himself in Columbia shortly after he joined the staff last fall. He learned that Dr. John Allan Smith, supervisor of vocational guidance for Los Angeles City Schools, had proposed a plan two years ago for CTA participation in a restoration project. Neither the Legislature nor any private agency had produced funds for the proposed improvement.

Conferring with CTA leaders, Barton became enthused with the idea that California students—as well as their parents—might be interested in creating an authentic historic monument to the advance of public education in this state.

Wide Public Approval

He laid a plan before the State Park Commission. That official body, which normally receives promotion schemes with skepticism, greeted his suggestion with enthusiasm. One man in the small audience offered Barton a five dollar bill "to start the ball rolling."

In recent months Barton has appeared before numerous CTA groups and has received assurances of full cooperation. In addition he has found endorsement among service clubs and other public groups.

The article on page 6 was written by Mr. Barton. He has also written a story about the school and its builders for the November number of CTA Journal.

on the
near to
state.
s and
bring
to the
ickels
ration

ad of
struc-
house
State

ouncil
g last
of the
ended
on of
of the
CTA

com-
aining
erning
ective
torical
rts on
CTA
mple-

ervice
umbia
at Dr.
or Los
rs ago
er the
nds for

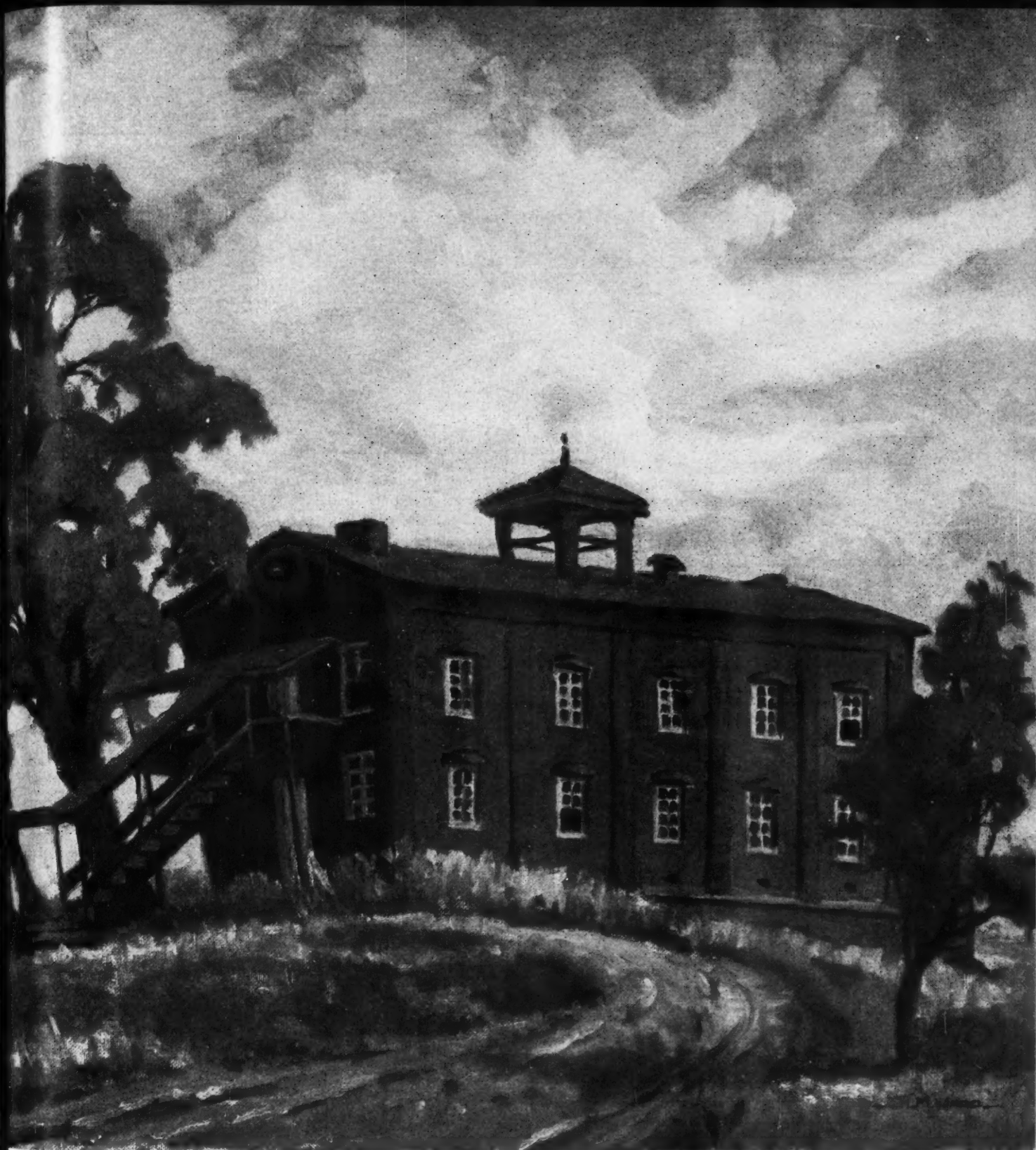
thused
their
ic his-
in this

That
chemes
siasm.
dollar

merous
ration.
e clubs

He has
ers for

ber 1955



Old Columbia Grammar School

ARTIST Harold M. Ward, retired teacher and now a distinguished creator of Sierran scenes, painted the picture above of the Old Columbia Grammar School. The two-story red brick building

on Cemetery Hill in Columbia Historic State Park, Tuolumne County, will be restored as a historic shrine to Education. School children donations will make the restoration possible.

Columbia, "Gem of the Southern Mines"

Century-old town in Tuolumne County was once thriving center of activity in California gold-rush age

FROM the moment John Marshall hastened to Fort Sutter with news of his discovery of gold in the American River, the eyes of the world focused on California. From every state in the nation and many foreign countries men converged on the narrow strip of gold-bearing land that became known as the Mother Lode. Camps and towns sprang out of a wilderness and there was little law to govern them.

These towns bore odd names like Yankee Hill, Sawmill Flat, Rough and Ready, Red Dog, Bourbon Hill, Delirium Tremens, and scores more like them. With the passing of the years, law and order took root and a semblance of civilization settled on the Mother Lode. But in the pandemonium of the first years, every man carried a six-shooter and the Mother Lode was one of the toughest regions of the West.

Columbia was one of these mining towns. It lay in the heart of California, a few miles north of Sonora.

Fire and time, while consuming most of the historic camps of the Mother Lode, have dealt sparingly with this

picturesque remnant of California's gold rush period.

Gold Discovered

In 1850 a party of adventurers, led by the two Hildreth brothers, discovered gold on the slopes of what is now Kennebec Hill. Before a month had passed, five thousand miners were digging along the banks of the Stanislaus River. In May 1853, Hildreth's Diggings became the town of Columbia, second ranking in the state with a population of over 15,000. It was to yield over \$87,000,000 in gold. It earned the title "Gem of the Southern Mines."

The mining of gold in the Mother Lode required an abundance of water. From the beginning Columbia struggled with a scarcity. The miners were first obliged to carry pay dirt to the streams in sacks. However, necessity soon led to the formation of the Tuolumne County Water Company in 1851 which built reservoirs, ditches, and several hundred miles of flumes to bring water to the gold. Protesting the Tuolumne's high water rates, the miners formed the

competitive Columbia & Stanislaus Water Company in 1854, a million dollar project with 60 miles of aqueduct snaking through the mountainous terrain. So eager was their quest for water that when construction faltered in 1855, 500 miners rolled up their sleeves and dug a ditch 35 miles long.

Miracles in Its Story

Columbia was a town of miracles. Charlie Jarvis dug up a lump of gold that weighed 132 pounds, worth \$28,000. John Stone realized \$15,000 from one outcropping of quartz. There were hundreds of men like Stone and Jarvis working the hills and the creek beds. It was natural that Columbia should become a beehive of commerce and activity.

There were several dozen saloons and gambling halls, fandango parlors, and hurdy-gurdy houses. Antone Bixel's brewery helped to wash the dust out of the miners' throats and there was a stadium specializing in bear and bull fights.

Many fine hotels were available to the weary traveler, including the Clark at Broadway and Fulton streets, described as the "foremost hostelry in the Southern Mines." Three theaters and a Chinese Playhouse prospered, including the Fallon Hotel and Theater, now the site of a summer playhouse conducted by the College of Pacific.

A Center of Commerce

Columbia had its daguerrotype parlor, many general merchandise stores, laundries, blacksmith shops, and almost every other kind of trade and merchant. The Tuolumne Telegraph Company completed its line to Stockton in January 1855. The newspaper publishers had a hard time of it and seldom survived the first year, but J. M. Oliver's "Columbian" broke the circulation record with 1000 regular subscribers.

For the convenience of the miner who had something left in his poke at the end of the week, there were four

COLUMBIA IS A STATE PARK

Columbia Historic State Park was created by act of the legislature in 1945 and Governor Earl Warren signed the bill into law with personal enthusiasm. The legislature announced its intent that the buildings in historic old Columbia should be restored in order to preserve for posterity a realistic and authentic example of California's famous gold rush mining camps.

State funds restored the Wells Fargo and Co. Express office, the California Masonic Lodge financed the restoration of the original Masonic Hall, and the College of the Pacific is maintaining the old Fallon Hotel and Theatre.

Funds have not been available, however, to reconstruct the entire town and many of the fine old buildings are in urgent need of repair. Failure to preserve this colorful and picturesque symbol of California's fabulous gold-rush period would be an irreplaceable loss to the people of this state.

Sponsorship by CTA of the proposal to restore the Old Columbia Grammar School is one more step toward the completion of a worthwhile objective. Children who take part in this project will ultimately be proud of their participation; as adults their interest will assure further preservation, development, and rehabilitation of this historic treasure.



Wells Fargo Bank

LOOKING DOWN COLUMBIA'S MAIN STREET, today's visitor may see many century-old buildings which seem to keep alive a visible and authentic page out of California's glamorous past. In summer the great trees provide shady walks for hundreds of visitors who find in Columbia Historic State Park the best remaining evidence of the Gold Rush period. From the top of Cemetery Hill, the Old Columbia Grammar School overlooks the town, now a quiet village with colorful memories.

banks, and one of these was a branch of the famous banking house of Darius Ogden Mills, located at the corner of Main and Fulton streets.

From the marble quarry two miles north of town came the marble blocks used in the construction of the Palace Hotel and the San Francisco City Hall, one of the finest sources of structural marble in the West.

Of all these thriving commercial and financial institutions, the most famous was Wells Fargo & Company. On its delicately balanced scales were weighed 87½ tons of gold valued at \$60,000,000. It was not only the leading gold assay house, but likewise the depot of a stage and freight line, and in a very real sense the life line of the Mother Lode. The old Wells Fargo & Company Express Office was restored in recent years, a monument to a rough and tumble era of commerce.

Many Churches, Too

Whatever the miners left at home when they came to search for gold, it would appear that they carried their faith, for in Columbia's very early years there were houses of prayer for four separate faiths: Methodist Episcopal, Roman Catholic, Presbyterian, and Jewish.

St. Anne's Catholic Church was built on Kennebec Hill, where gold was first discovered. Its cornerstone was laid on January 8, 1853 and it was completed in 1856. Its nave accommodates several hundred parishioners and its giant bell of silver, forged in the East and shipped around the Horn, is said to weigh 1600 pounds.

Down in town, at Gold and Jackson streets, stands the recently constructed replica of the First Presbyterian Church, built in 1864, and prior to the destruction of the original church by fire in 1950, it was the oldest Presbyterian Church in California in continuous use.

Many Fires Cause Losses

Fire was the scourge of the Mother Lode towns and Columbia was no exception. The early buildings were frame; water and fire fighting equipment were inadequate. The first inferno struck Columbia on July 10, 1854 and property damage in the business district ran to half a million dollars. More brick was used in rebuilding the town. Wrought iron doors and window shutters became the trade mark of Mother Lode buildings. Fire again swept Columbia on August 25, 1857 and while 13 city blocks were being reduced to ashes, five firemen were killed fighting the flames.

Columbia had four volunteer fire-fighting companies. In old firehouse number one, "Papeete" and "The Monumental," equipped with hoses and leather buckets, are still standing by to answer the alarm. It is said that one of these fire fighters was built in Boston in 1850 and had been shipped around the Horn originally for the King of the Sandwich Islands.

Land of the Fast Draw

In Columbia's early days, most disputes were settled in favor of the party who drew the fastest gun. When a murder victim had been popular in the

community and the accused had the misfortune of being apprehended, which was seldom, frequently the case was tried before Judge "Lynch." In Columbia, the Vigilantes preferred to swing the rope from the water company's flume rather than the customary tree limb.

Some hint of the unorthodox justice meted out in those early days can be gleaned from a typical case tried by one of the early Alcaldes. He fined a mule thief two ounces of gold for stealing and three ounces for court costs. The guilty man had no money. The accuser, a man of good circumstances, was ordered to pay both. After all, reasoned the Alcalde, the court could not be expected to sit without remuneration.

Missed Capital Status

At one time Columbia had been considered for the Capital of California and a petition urging the legislature to select Columbia for this honor had been circulated. Ten thousand signatures had been secured. The petition was stolen from a vault and the 10,000 signatures were attached to a petition for clemency for a murderer who had been sentenced to death. Columbia did not succeed in becoming the State Capital, but the petition that sought to accomplish this was used successfully to save a murderer from the gallows.

This was Columbia, "Gem of the Southern Mines."

(An equally colorful history of the red brick schoolhouse in Columbia will appear in the November CTA Journal. News of the progress of the restoration project will be published here from time to time.)

*Tenth in a series of Research articles
describes the school district's*

ODD BITS OF REVENUE

SOME of them are not so odd, and some are rather big to be called bits. Nevertheless, they seem on the whole to fit the title because they do not occur regularly as sources of income in all districts and because they are usually small in comparison to total district revenues. As has been explained in earlier articles of this series, the income of school districts is made up of three parts—State aid, district aid, and other income. It is "other income" which is being considered in this article.

Included in the general classification of other income are Federal subventions, Federal and State vocational aid, city taxes for school purposes, county taxes, transfers, and miscellaneous income such as rents, fees, interest on district funds, and so on.

Federal Grants

The largest sources of Federal subventions to local districts are grants resulting from Public Law 874. This law provides for payments to school districts that have large numbers of children which are "Federally connected." These are children who live on Federal property such as army posts and housing projects, or whose parents are employed either directly by the Federal government or else in connection with its activities. The exact formulas which determine the amount to be paid a district recognize different degrees of Federal responsibility and set the minimum number of Federally connected children which a district has to have in order to be entitled to a grant.

A much smaller source of income is payments made by the Federal government in lieu of taxes. They are usually made on property which belongs to the United States but which is being used by or in competition with private enterprise. For example, in lieu payments might be made on a defense plant owned by the Federal government but

operated by a private manufacturer. Payments in lieu of taxes are not made on property used solely for governmental purposes—such as post offices. In lieu payments do not bear an exact relationship to district tax rates and assessed valuations. In general, they are considerably less than the taxes on the property would be if it were privately owned.

Other Federal subventions include tuition payments for veterans, and direct payments to districts by Federal agencies involved in activities that result in increased enrollments in schools. These are relatively unimportant amounts. In fact, all Federal subventions put together account for only about one-fortieth of the income of California school districts. However, for some districts, they are vitally important. For example, in 1952-53 Federal subventions accounted for one-sixth of the total income of the Alameda City Unified School District. If your district is located where United States government activities are numerous, it will pay you to study carefully the Federal money it is getting or should be getting.

Money for Vocational Education

Elementary districts do not receive money from Federal and State vocational education funds. But high school, junior college, and unified districts receive more than a million dollars a year from this source. Any school district that has an active vocational education program on the secondary level will receive a minor but important part of its income from these funds. Payments to districts vary from a few hundred dollars in many districts to a high of about one hundred thousand dollars for Los Angeles Junior College District.

Most income from this source is restricted in its uses. It must be spent only on the vocational program, par-

ticularly on salaries for special teachers. Although there are several more recent Federal laws involved, most such instructors are referred to as "Smith-Hughes teachers." It must be remembered, though, that funds spent on their salaries release other district monies to be used in the general educational program.

City Taxes for Schools

Twelve California cities have charter provisions which permit them to levy city taxes for educational purposes. Where such a tax is levied the proceeds must be deposited to the credit of the general fund of the school district in which the city is located. The cities of Alameda, Albany, Berkeley, and Santa Clara are the only ones which are actually making use of this provision of their charters, according to the latest information from the State Controller's Office. Since the rates being levied vary from twenty cents per hundred dollars of assessed valuation to over fifty cents, it is clear that these city taxes form a very important source of revenue for school districts concerned.

County Taxes Contribute

Prior to 1933 county taxation constituted one of the major sources of school support. At that time this burden was assumed by the State. However, school districts still receive some income from county sources. It consists primarily of proceeds from the tax on intangibles which is collected by the county and distributed among the school districts and cities.

Intangibles consist of notes, debentures, shares of capital stock, bonds, solvent credits, deeds of trust, and mortgages. (Solvent credits are accounts receivable and commercial bank deposits.) These forms of personal property are considered as being located wherever the owner lives and are taxed throughout the State at the rate of ten cents per hundred dollars of value. The assessment and collection of this tax is the job of the county governments. If the property is located in a city, the proceeds of the tax are distributed one-third to the city, one-third to the county, and one-third to the school district or districts. If the property is not located in a city, the proceeds are divided equally between the county and the school districts.

If the property is in a unified school district or in an elementary district that is not part of a high school district, all of the school share goes to the district involved. However, if the property is in

an elementary district that is part of a high school district, the school share is divided equally between the districts. Junior college districts do not receive any of the proceeds of the tax on intangibles.

Tuition Is Revenue

Two other county-collected taxes are of importance to some districts. These are the high school and junior college tuition taxes. The high school tuition tax is levied on all property in the school districts of a county which are not a part of any high school district. It is used to pay the costs of educating any children living in these districts who are attending high school. The junior college tuition tax is a similar tax levied on all property of a county which is not in a junior college district or in a high school district that maintains a junior college. The proceeds of these taxes are apportioned, on a tuition basis, to the high school and junior college districts that the children attend. That is, each district receives the cost of educating the students involved minus the amount of State aid received for them.

Another form of tuition payment received by many districts is the inter-district transfer. All types of districts receive income from this source, but it is most important in high school and junior college districts. The largest sums are involved where high school districts maintain junior high schools and receive tuition payments from their component elementary school districts for seventh and eighth grade students who are attending them. The most recent report of the State Controller shows that in 1952-53, Richmond Union High School District received \$893,686 from this source; while Ventura Union High School District received \$510,764 and Los Angeles City High School District received \$11,905,151 during this same school year. Junior colleges also receive impressive amounts through tuition transfers. In 1952-53, Modesto Junior College District got \$262,887, Fullerton Joint Junior College District got \$256,384, and Contra Costa Junior College District received \$330,252. All together, transfers for tuition account for about three and one-half per cent of the income of California school districts.

And So Forth

Miscellaneous income is as varied as its name implies. The two largest items reported under this heading are

rents received for the use of district property and interest received on district funds deposited in banks by county treasurers. Sales of used materials, waste paper, printed forms, and documents such as courses of study, also contribute to miscellaneous income. Other sources are fees for adult education classes and library fines. A few districts have unusual types of income such as royalties from oil wells drilled on school property. Small as these items of income are for most districts, they amount to several million dollars for the State as a whole.

In talking about the income of school districts, it is customary to consider State apportionments and district taxes as the only significant source of revenue. By and large, this is proper. In

most districts the amounts received from other sources are minor. But in a number of situations this is not the case. In considering the financial problems of any school system it is important for everybody—layman, teacher, administrator, or board member—to check up to see whether or not the odd bits of revenue are significant. Even where no single item is important, the total may be impressive. After all, an extra thousand dollars found by a scrutiny of the miscellaneous sources of income is enough to provide a hundred dollar raise for ten teachers or some other equivalent increase in the district's expenditures for educational services.

GARFORD G. GORDON
Assistant Director, CTA Research

This is the tenth in a series of articles on preparation and operation of the school district budget published in CTA Journal between April 1953 and October 1955. The series, with additional discussions, is available in a booklet entitled **THE SCHOOL BUDGET**. Single copies 15c, discount for quantities. Order from Research Dept., CTA, 693 Sutter St., San Francisco 2.





.....*Ralph J. Bunche.*

specialist in race relations

ONE of the world's most distinguished authorities on the problems of racial minorities, Dr. Ralph Johnson Bunche, Under Secretary of the United Nations, is a living illustration that personal qualities of intelligence and character can level the disharmonies of race prejudice.

During the dozen years he was a resident of California, Bunche had some painful contacts with the poisoning effects of prejudice. In the decisive years between 12 and 23 he learned his first shocking lessons about the unjust burdens imposed upon Americans of Negro descent. He learned, too, that in this Western environment he was free to drop part of his burden if he would accept the responsibilities imposed by his superior abilities as a scholar.

His experiences with racial prejudice no doubt were a major influence in his becoming a specialist in the problems of race relations. While a student in Los Angeles, he determined to devote his life to a study of political science, ethnology, and all the complexities of man's conflict with man. That his labors have been successful is indicated by his career as a principal spokesman for colonial peoples around the world.

Raised by Grandmother

Born in Detroit August 7, 1904, his father a barber and his mother an amateur musician, Ralph became an orphan in 1916. Grandmother Lucy Johnson took the boy to Los Angeles, where he entered Thirtieth Intermediate School (now West Adams Junior High School). He entered Jefferson High School in 1919, walking to school from the frame house on East 40th Place where his two aunts still live.

At Jefferson, Ralph's French teacher, whose name he does not recall, taught him so well that he has used the language for years, although this was the only French instruction he ever received. Mrs. Robertson, who taught journalism and advised the staff of the Jeffersonian, was a wise counselor who recognized the brilliant promise of her student.

Scholastically the top of his class and popular in student activities, Ralph became business manager of the annual Monticellan, circulation manager and assistant editor of the weekly Jeffersonian, and a member of Who's Who, the scholarship society.

"All spirit and no muscle," as he described himself, Ralph went out for basketball and there he met "Cy" Tipton, coach. In this sport he developed the understanding of teamwork which was later to aid him in diplomatic successes.

Started in Athletics

Syril S. Tipton, now senior partner of a Los Angeles law firm, was a member of the physical education staff in 1920-21 when underweight young Bunche came out for basketball. The fierce little competitor gained self-confidence under Tipton's encouragement.

Tipton recalls that Ralph was a member of many student committees and that he was particularly helpful on problems growing out of racial frictions. "Ralph Bunche was one of the finest boys we had in the school at that time," the former coach said recently. "He was a good athlete, an excellent student, and a great help to all of us in the operation of the school. His native intelligence and the respect we all felt for him combined to make him an ideal moderator and leader."

Jefferson now enrolls a majority of Negro students. Principal Arthur Farnham is proud of the athletic supremacy, scholastic record, and high morale of the school. The racial frictions which plagued school officials there 30 years ago are no longer apparent. There are some excellent Negro teachers on the faculty.

Graduating with his class in the winter of 1922, Ralph received the highest honors and delivered the only valedictory address.

Plunged Into Social Studies

Entering UCLA, he plunged into social studies,

Studies the Road to Peace.....



Grandmother Lucy Johnson, less than five feet tall, was described by Dr. Bunche as "one of the strongest women I ever knew."

At right, Ralph at seven years of age.



early showing keen interest in the controversies over the League of Nations and the philosophies of leaders in the world peace movement. In addition to earning his way with outside employment, he maintained a scholastic record leading to the Phi Beta Kappa key and had time to take part in oratorical and debating society contests.

Ralph played varsity basketball at UCLA during the seasons of 1925, 1926 and 1927 under the guidance of the famous coach, "Caddy" Works.

Pierce Works, now a member of the law firm of O'Melveny & Myers, says, "He was not a first string man in the traditional sense, but this is not by any means to be held against him, for Ralph himself would be the first to acknowledge that the Bruins had some outstanding players during that period. He was a guard, and a tenacious one. Since he played at a time when low scores were common and defensive ability of considerable importance, his presence on the squad was a material factor in contributing to the successful seasons which the team then enjoyed.

"Not the least of Ralph's contributions were his sunny attitude and his absolute unselfishness and fine team spirit. He was exceedingly popular and was in all respects a credit to the team and to the university. His team-mates accepted him for what he was: an earnest, hard-working boy with a fine disposition, neither jealous nor envious of anyone. These traits, of course, manifested those special abilities for getting along with people which have marked his progress through the years."

"Caddy" Works, having left physical education for law, did not see his former student again until 1949, when Dr. Bunche was principal speaker at the convention of the California State Bar in San Francisco. He remembers that Bunche had matured, of course, "but despite the honors he had so well earned, he was still the personable and modest Ralph of earlier days at UCLA." Then he added, "Looking back in retrospect, I can see that in those days Ralph mani-

festated all of the basic qualities which have placed him where he is today."

Teachers Have High Praise

Dr. Gordon S. Watkins, now provost of the new Riverside campus of the University of California, had Ralph as a student in his first year (1925) as a professor of economics at the Southern Branch campus on Vermont Avenue. He remembers Ralph as "one of the four or five most brilliant minds in a class of 80 advanced students."

"I was greatly impressed with him from the beginning," Dr. Watkins recalls. "His delightful personality, his penetrating mind, and his unlimited industry appealed to me. In my nine years of university teaching . . . up to that time, I had not met a more brilliant and a more promising young man. I knew then, as we have all learned since, that he would go on to a distinguished record in the graduate school and in the service to his country. He had every resource for such a promising future and he has filled our most optimistic hopes of his progress and our most cherished dreams of his success. He was a young man of great modesty, of unimpeachable character, and with an idealistic conception of life in its most significant meaning."

John B. Jackson, executive secretary of the UCLA Alumni Association, was editor of Southern Campus,

*Second in a series
to illustrate how good
teachers stand in the
shade of our great men*

the yearbook, in 1927. Ralph Bunche was sports editor that year and Jackson remembers him as "a well-adjusted person who made friends with everyone on the staff." He remembers that Ralph's work was always on time, beautifully done, and his copy faultless.

Jackson continued with a description of Bunche's keen sense of humor as well as his ability and attitude and added, "These qualities were especially wonderful when one considered that Ralph was a top student and in many ways a very serious person. He rose above race problems and I recall that in those days, even as now, the student body was very wonderful in its acceptance of the Negro race. Possibly Ralph had not a little to do with setting the pattern of this type by the fact that he was such a wonderful person himself."

Distinguished Teacher-Scholar

Taking his bachelor degree in 1927, summa cum laude, Ralph entered Harvard University with the financial aid of California friends. He earned a master of arts degree in government in 1928 and immediately became an instructor in political science at Howard University in Washington, D.C. He became assistant to the president of Howard University in 1930-31 and was a full professor of political science there from 1938 to 1950.

The Doctor of Philosophy degree he earned at Harvard in 1934 was based on a dissertation throwing new light on French colonial policy in West Africa. His extensive travels provided material for a book, "A World View of Race," published in 1937. His decision 15 years earlier to become a specialist in race relations was beginning to draw attention.

As World War II began, Bunche became a social science analyst for the Office of Strategic Services, providing the Joint Chiefs of Staff with vital information on colonial peoples. With his appointment to the Division of Dependent Area Affairs, he became an authority on trusteeships. In 1946 he entered the United Nations, where he became director of the Trusteeship Division.

Dr. Bunche became special assistant to Count Folke Bernadotte, head of the Swedish Red Cross and mediator on the UN Palestine Mission. When Bernadotte was assassinated on September 17, 1948, the full responsibility of critical negotiations between the Arabs and Jews fell on Dr. Bunche. He held the representatives of warring factions in conference for 81 days until the signing

of treaties brought peace. The triumph in mediation won for Dr. Bunche the Nobel Peace Prize in 1950.

Winner of Nobel Peace Prize

Early this year, he became Under Secretary of the United Nations. When the commemorative sessions were held in San Francisco last June, he was a house guest of Admiral Chester Nimitz and it was Ralph Bunche who personally met Harry Truman at the airport and escorted the former President to the rostrum.

Current national interest in the problems of racial segregation in the public schools emphasizes the achievements of Ralph Bunche. Educational opportunity, in his case, brought him to presi-

dency of the American Political Science Association, won him the coveted Nobel Peace Prize, and opened the door to a career of brilliant public service. These goals—or equal eminence—should be within the aspirations of every free American citizen, regardless of the color of his skin.

Taking the Supreme Court's anti-segregation decisions in one hand and the story of Ralph Bunche in the other, most responsible educators stand solidly against prejudice and discrimination. That, at least, is the position of a large group of Californians—the teachers, professors, and fellow students who watched a dark-skinned, bright-eyed young man grow to heroic stature.

JWM



"Where did you go for your vacation, Margaret, the 'five and ten' or the cannery?"

FIELD REPRESENTATIVE

Newest member of the CTA staff is William Harold Ulery, Southern California teacher, who became a Field Service representative on September 1. His work will be concentrated in San Francisco.

Ulery attended University of California at Santa Barbara, where he majored in Industrial Arts. His studies were interrupted by the four years between 1941 and 1945, when he served as a pilot for the U.S. Navy Air Corps in the South Pacific. During his last year in the service he was an operational



W. HAROLD (HAL) ULERY

instructor at Daytona Beach, Florida. Since his discharge, he has continued flying and at the present time is attached to a Naval Reserve jet fighter squadron at Los Alamitos.

Returning to Santa Barbara in 1945, Ulery completed his last two years of college and at the same time taught half-time at Santa Barbara high school.

His extracurricular activities at Santa Barbara were primarily journalistic, including work on the school annual and the campus newspaper. He is also a member of Phi Delta Kappa.

After receiving his B.A. in Industrial Arts at Santa Barbara, Ulery went to Los Angeles, and taught printing for five years at Lincoln high school. His interest in the printing trade began at the age of 12 when he became an apprentice. This skill enabled him to work part of his way through college as a printer.

DIRECTOR OF BUSINESS

WALTER MAXWELL, former field representative of CTA Field Service, became director of the newly created Department of Business at the Association's state headquarters in San Francisco on September 15.

The new department will have responsibility for Accounting, Office Services, and Membership offices. Maxwell also will supervise purchasing,



WALTER MAXWELL

headquarters maintenance, and other general business operations.

Before joining the CTA staff January 1, 1954, Maxwell was executive secretary of the Arizona Education Association. He recently directed the Charter Association Presidents' leadership conference at Asilomar.

Maxwell's field service work in the Bay area has been taken over by Hal Ulery.

Leaving Lincoln high school, Ulery taught at Second Street school, Los Angeles, for two years as a training teacher for Chapman College, after which he was a training teacher for Occidental College at Eagle Rock elementary school. During the past summer he taught at Occidental College, training teachers to teach remedial arithmetic.

Ulery received a Master's degree in Educational Administration at University of Southern California in 1952.

POLICY COMMISSION HEAD

MRS. HOWARDINE G. HOFFMAN, director of elementary education in the office of Los Angeles county superintendent of schools, was recently



HOWARDINE HOFFMAN

named chairman of the influential CTA Commission on Educational Policy. A member of the 14-member commission since its formation early last year, Mrs. Hoffman is the first chairman.

A resident of Pasadena, Mrs. Hoffman has been active for many years in lay groups concerned with education, has served two terms on the advisory board of California Congress of Parents and Teachers. She is a member of the state central committee on social studies appointed by the superintendent of public instruction. She is past president of the California School Supervisors Association and has just retired from chairmanship of region 12 of the Association for Supervision and Curriculum Development, a national organization.

She earned her bachelor degree at UCLA, her master at SC, and has begun her doctoral work at SC. She has taken additional courses at LaVerne, Whittier, and Rhode Island College of Education. She is a member of Beta Chapter, Delta Kappa Gamma.

The Commission will continue its studies of what California children should be taught and how they should be taught.

CTA-Sponsored Insurance Program Expands

Howard Nordstrom

FIVE areas of insurance coverage are now available to CTA members, providing safe protection at lower costs. Two plans, income protection and a homeowner's fire insurance "package," were announced last month and are now being introduced to the membership.

Since the adoption by the State Council of Education of the first proposed plan in December 1950, the program has expanded into a three million dollar annual business. Automobile, health, and personal liability plans have been firmly established in the last five years.

The automobile insurance plan will be five years old this December. During the five years more than 23,000 teachers enrolled in the plan. Approximately 400 new policies have been written each month, most of the accounts resulting from inquiry coupons taken from CTA Journal's back cover and mailed to the underwriter by our readers.

Losses have been so favorable on the auto plan that the company has been able to grant a 20 per cent initial discount (based on standard or board rates) as well as a substantial dividend (currently 25 per cent) at the end of each policy year. CTA members have saved as much as 42 per cent on automobile insurance costs.

California Casualty Indemnity Exchange, underwriter for the plan, has received many letters of commendation from CTA members who have filed claims. Dr. Parr of the executive staff serves as an official CTA representative on the advisory board of California Casualty.

Blue Cross Prospers

Now in its fourth year of operation, the CTA Blue Cross health plan enrolls

in excess of 40,000 school employees. The plan provides hospitalization, surgical and medical benefits. The plan, administered through local chartered associations in group units, was approved by the panel to meet the major health needs of teachers and their dependents.

A survey conducted this year by CTA Special Services revealed that one of every seven persons enrolled in the plan found it necessary to use hospitalization in 1953. Blue Cross paid for 93.3 per cent of the cost of hospitalization. The survey showed that one in every six subscribers or their dependents filed surgical claims in 1953 and that Blue Cross paid 81 per cent of the cost of surgery. Nearly half of the subscribers of the health plan found it necessary to visit doctors at their offices; medical coverage for both home and office calls is available to subscribers only, as well as X-ray and laboratory tests. Announcement of additional benefits is expected before the end of the year.

Although not as widely publicized as the auto and health plans, the new comprehensive personal and professional liability policy is growing in favor. Written as an endorsement to the auto insurance policy or as a part of the homeowner's policy, the plan is available at a nominal cost. The policy covers the teacher both on the job and off the job. Limit of liability coverage is \$50,000, but the subscriber may take a lesser amount.

Income Protection Plan

With preliminary announcement on page 20 of last month's Journal, the new group income protection plan is now being made available through chartered associations. Working with representatives of Washington National Insurance Company, association leaders will arrange for meetings of teachers at which the group program will be discussed in detail. This plan, which provides for continued income to supplement sick leave when disability strikes, is the latest to be studied and recommended by the insurance advisory panel. Information on this new plan

may be obtained from CTA Special Services, from Field Service representatives, or from Section offices.

Fire Insurance Added

Newly announced by California Casualty is the Homeowner's Fire Insurance "package" policy. Formerly requiring several policies, this new package now available to CTA members combines coverage in five areas at one premium.

Coverage includes fire insurance on dwellings and other buildings, fire and theft on household contents and personal property, expense allowance for living out of the home in case of serious fire, comprehensive personal liability outside of the subscriber's automobile, and residence glass breakage. Savings to CTA members on this protection are estimated at 25 per cent.

Life Insurance Studied

The insurance panel is now studying a statewide program of group life insurance. The study will continue through the school year until a satisfactory plan has been perfected. Because of the potential volume from a possible 80,000 or more members, CTA is in a favorable position to sponsor safe life insurance at low rates. The panel plans to have its study ready for presentation to the CTA board of directors soon after the first of the year.

If the sixth area of coverage should be provided next year, the CTA advisory insurance panel will have completed a comprehensive insurance program which it envisioned six years ago. This will not mean that the panel has completed its work, for the plans must be supervised and members must be represented in cases of disputed claims. It is the panel's objective to continue to appraise the various plans and to serve the membership in an efficient manner.

In addition to the writer, members of the panel are Dr. Oscar Anderson of San Francisco and Charles Herbst of Beverly Hills. Dr. Parr is staff consultant, Harry Fledderman of the law firm of Johnson and Stanton is legal advisor, and G. Frank Waites is actuarial consultant.

Mr. Nordstrom, who teaches in Fresno, is chairman of the CTA advisory panel on insurance. Coordination of the panel's work is in the hands of Dr. Frank W. Parr, CTA assistant executive secretary in charge of placement and special services in the San Francisco offices.

What I'd like to know is

Four Quarters?

Q. The editor of our local daily newspaper has developed a fixation that the four-quarter system of school operation holds the solution for our school construction problems and promotes that theme constantly. In his editorials he nearly always asserts that his happy solution is blocked only by the California Teachers Association, or "the organized teaching profession." What is the CTA position on this question and when was it adopted?

Ans. Your editor is entirely wrong in asserting that the CTA has blocked adoption of the four-quarter system. The issue has never been discussed and the organization has taken no stand. In fact, the framework by which any district could adopt such a plan is already in the Education Code, but no community has seen fit to utilize this formula. Several, including Los Angeles and Sacramento, have made careful studies and then abandoned the plan.

Probably your editor's confusion is based on the fact that a staff member did participate on a San Mateo county committee which studied the feasibility of the quarter system for elementary schools. He authored an article summarizing the findings of that committee (CTA Journal, March 1952, page 6). He also was invited to present those findings to the State Chamber of Commerce tax committees in six sectional meetings, and to speak on the negative side of the question at two public meetings in San Mateo county.

The nearest approach to discussion of this question occurred in the CTA state salary committee, where fear was expressed that there would be a tendency in some districts to require teachers to serve all four quarters without corresponding increase in salary. This fear is covered in the association's policy insisting that any major increases in length of the school year be reflected in the district's salary policy with proportionate increases in pay.

Some of us have urged boards and administrators in communities where the four-quarter system is being suggested to form a representative citizen committee to study the problem of

making the transition locally. They should see how the existing school structures, nature of the school population and its growth, and other administrative problems would affect the theoretical 33-1/3 per cent economy proponents claim for the plan. They also should see how the plan would affect other community interests, especially the youth groups which have a highly developed program for the summer months.

Theoretical arguments are meaningless until a community comes to grips with the actual problems through a complete survey, even to the point of assigning all pupils to their proper grade and quarter schedule. The idea has not yet survived such a study, but perhaps some community will find it attractive.

Cadet Teachers

Q. Our superintendent recommends that we set a policy permitting employment of cadet teachers who have served successfully in our school on the second step of the salary schedule instead of the first. In effect this gives the new teacher credit for a year's experience before obtaining his credential, but it would not apply to other new teachers who have done their cadet teaching elsewhere. Is this policy justifiable?

Ans. This seems to be another device to enable your district to gain an advantage in competing for the services of preferred new teachers. Even though there may be some advantage to the district in employing teachers who have gained some familiarity with the system through cadet service, the superintendent's proposal involves an obvious discrimination. If the district can't compete for teachers, adjustment of the entire schedule would appear to be a more equitable solution.

Course Assignment

Q. I have been assigned this year to teach a course in which I'm almost totally unprepared. Several other members of the staff have an excellent background and have taught this

course successfully in the past. I cannot hope to offer a course comparable to theirs. Can an administrator force an instructor to teach a course for which he is unprepared?

Ans. Such an assignment as you describe seems to indicate a rather unusual way to utilize the talents of available faculty. However, refusal to accept such an assignment might constitute cause for dismissal.

You might protect yourself and the pupils by writing to the superintendent and the board stating your reasons for believing that this assignment is not in the best interests of the educational program. Be sure to include a statement that you are not refusing to accept the assignment, but merely urging that its advisability be reconsidered.

Such a letter is advisable to have on record in case there later is criticism regarding your teaching ability based on the results in a class for which you admittedly are unprepared. On the other hand, while you will face a far more difficult preparation problem, you might well end up by presenting a much better course for beginners in a science than would be offered by the experts among your colleagues.

Probationary Tenure

Q. I have completed my second year as a probationary teacher in my district and have been granted a leave of absence this year for graduate study. How does this leave affect my status relative to tenure? Will I have to serve three additional years as a probationary teacher before being eligible for permanent status?

Ans. Section 13679 of the Education Code states clearly that no leave of absence shall be construed as a break in the continuity of service required for classification of the employee as permanent. The time spent on leave, however, does not constitute a year of employment.

When you return to the district, therefore, you will be starting your third year of service, and re-employment at the end of that year will result in permanent classification.

Joint committee plus CTA affiliates
lead extensive studies into standards
for administration and how can —

ADMINISTRATORS GET EVALUATED

WHO rates in California schools?
And whom? And how?

Search for best answers to many aspects of these questions has progressed from an activity of one committee to a full-blown movement among California educators. Great hope is being placed in the discussion, experimentation and research into methods of appraising services of school personnel as a means of improving professional growth and of achieving continually higher professional standards.

For the full picture, some review is necessary. In hopes of improving the personnel administration in public schools and of avoiding annual epidemics of faculty and community explosions touched off by disputed dismissals, the California School Boards Association and the California Teachers Association established a Joint Committee on Personnel Procedures in 1950. Superintendents, classroom teachers and governing boards are represented on the committee.

Reports Stimulate Action

In 1951 the committee's first progress report was published. It represented broad areas of agreement between the participating groups regarding what constituted good practice in selection, supervision, and re-employment of personnel. This report also urged individual districts to form similar cooperative committees, use these principles as guides, and develop their own sets of personnel policies.

One of the fundamental recommendations was that each district develop standards of performance expected of all certificated personnel. The second progress report released in 1952 set forth some sample standards for teach-

ers to aid local committees in fulfilling this recommendation. It left for further study the development of similar standards for superintendents, principals and supervisors.

Impetus given by these reports has been a major factor in the 300 or more California districts who now have cooperatively developed personnel policies which have been adopted since 1951. The Joint Committee's third progress report was a summary of the policies and sample evaluation instruments which have been produced by local committees.

New Aids Sought

Although nearly all these districts reported that the process of studying and adopting personnel policies had provided a tremendous stimulus to staff morale, and that in most respects the resulting procedures were working satisfactorily, several requests for further guidance were expressed frequently.

1. Although considerable experimentation has produced good working examples of "standards of performance" for classroom teachers, guides are needed for establishment of standards of performance for administrative and supervisory personnel.
2. Many types of evaluation instruments for use in appraising classroom teachers have been adopted and some patterns of evaluation procedure are being established as common practice. No equivalent experimentation has occurred in evaluation of administrative and supervisory personnel.
3. Questions of who evaluates whom are frequent, especially in respect to supervisor participa-

tion in evaluation of teachers, teacher participation in evaluation of supervisors and principals, and participation of anyone other than the governing board in evaluating the superintendent.

4. From current experimentation, what is being learned about the basic characteristics of a good evaluation instrument and program?

Affiliates Assist

With adoption of these questions as the next subjects for study, the Joint Committee also determined to broaden participation. The CTA-affiliated associations of superintendents, secondary and elementary administrators and supervisors were invited to establish committees to prepare recommendations which would reflect the attitudes of their groups. Graduate schools of education and the California Council of Teacher Education also were notified regarding the problems being studied, and their cooperation in developing research, theses and dissertations which would contribute to their solution was sought.

The response was almost unanimously favorable, and participating organizations have reported widespread and intense interest in the project among their members.

Elementary Administrators

To facilitate frequent meetings, the California Elementary School Administrators Association selected a committee of Alameda County principals, with Don Russell, Castro Valley, as chairman and Miss Irma Jenkins, San Lorenzo, secretary.

This committee already has held six meetings, and one of its most satisfying discoveries was the statewide interest in its efforts. At a Bay Section meeting in Pleasant Hills, for example, more than half the entire group attended the meeting led by this committee.

Extensive correspondence was undertaken with districts in California and procedures in administrative evaluation. From this effort three conclusions became obvious:

Since the CTA and CSBA Joint Committee on Personal Procedures plans no new publication until after a conference being planned for January 6, 1956, this round-up of activities undertaken by a number of affiliated organizations under the Joint Committee's leadership will constitute the progress report for 1954-55.

It will be presented to the California School Boards Association at its convention in Coronado, October 20-22, and to the CTA's State Council of Education meeting in Los Angeles, December 10. Since no new policy decisions are being proposed at this time, no action will be required by either association.—Harry A. Fosdick, Secretary.

1. Elementary administrators are interested in evaluation procedures for themselves.
2. Few districts in California have any written type of evaluation form or program for administrators.
3. Written or printed evaluation forms for administrators are equally rare in other states.

This emphasized the pioneering work ahead of the committee, and the members have embarked on a series of studies which they hope will result in some important conclusions by year's end.

Secondary Administrators

The California Association of Secondary School Administrators assigned District Council 2 as its committee to conduct its part of the program, with Harold Hill, St. Helena superintendent and council president, as chairman.

The Council selected a steering committee and recruited Dr. Frederic Shipp, San Francisco State College, as its consultant. Preparation of some proposed standards of performance for secondary principals was the first project attempted.

With this draft as a basis for discussion, a section meeting during the state conference of secondary administrators at Santa Barbara attracted more than 100 participants, all of whom exhibited a lively interest in the committee's initial report. These standards also were presented at the CASSA Representative Council in May. They were then distributed to all members, with requests for reactions and suggestions.

"We're now starting to refine this initial draft," Chairman Hill reports, "and to study some other areas of secondary school administration which have been suggested for inclusion in the Standards for Building Principals. We also have outlined some other studies in personnel procedures relating to secondary school administrators which should lead to recommendations for the Joint Committee's consideration."

Supervisors

The Bay Area Supervisors Association research committee was the agency chosen by the California School Supervisors Association to spearhead its participation in the personnel procedures studies. Evaluation of supervisors was the first question considered.

With Dr. Bentley Edwards, University of California, as consultant, the committee prepared a suggested evaluation instrument for the appraisal of supervision. Their product consisted of a number of suggested criteria on one side of the page, with general headings of (a) improvement of classroom instruction; (b) educational leadership, and (c) personal characteristics. On the other side of the page were merely the headings, "strong points," "needs to improve," and "basis for this evaluation." Space was left for narrative recording of the appraisal.

There was no immediate acceptance of the committee's sample appraisal form, but wide participation in the discussion again reflected intense interest.

After the meeting, the committee reaffirmed its belief in the need for the evaluation of supervision, but decided that the goals of supervision should be established first, lest such evaluation be based on false criteria. To establish acceptable criteria, plans have been formed to collect examples of critical incidents in supervision. These criteria will be collated at the committee's next meeting.

Early establishment of bases for evaluation acceptable to the supervisors is the immediate goal, and the research committee will continue its efforts to work out an acceptable program for appraisal of supervision.

Superintendents

Though the committee appointed by the California Association of School Administrators to formulate standards of performance for superintendents has not yet reported, another significant development has occurred.

The CASA Committee on Professional Ethics has undertaken a cooperative study with the CTA Personnel Standards Commission (formerly Ethics Commission) to define in some detail the ethics of superintendents in personnel administration. Principles already set forth in the Joint Committee's First Progress Report will form the basis for much of the ethics statement.

Meanwhile, efforts are being renewed to complete the standards of performance which governing boards can use as a guide in evaluating their chief administrators.

School Boards

No special committee in the California School Boards Association has been

established to augment the participation already achieved through representatives on the Joint Committee. The interest of school board members throughout the state, however, is reflected in the scheduling of two meetings on personnel problems at the CSBA fall convention in Coronado.

How a school board can aid in developing the best possible procedures in employment, evaluation, and re-employment or dismissal of teachers tops the list of questions which will be considered in those meetings.

"Leaders in the school boards association back in 1950 placed great hope in the contributions they felt could be made toward effective school government by cooperative study of common personnel problems," Mrs. Elizabeth Hudson, CSBA president, pointed out. "The Joint Committee was the instrument established to fulfill that hope. Now more and more of our CSBA members are utilizing the publications prepared by this committee and are increasingly enthusiastic about its continued progress."

Conference Set

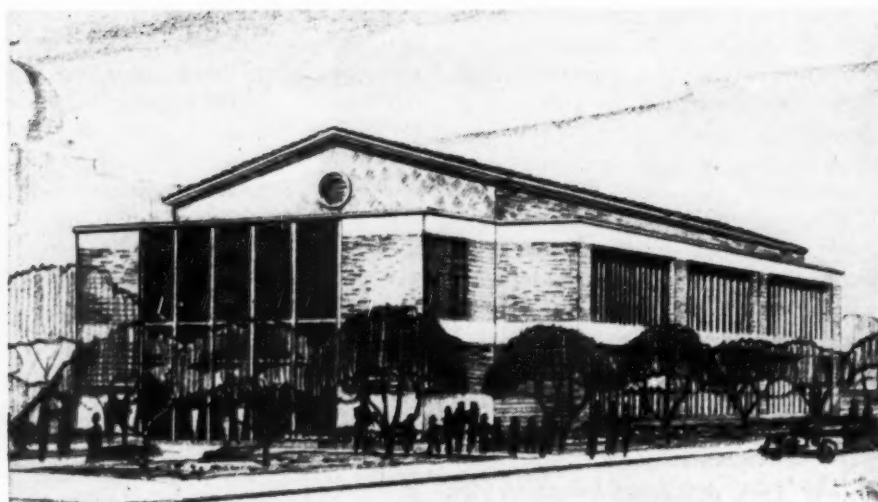
Nearly 100 representatives of the participating organizations are planning to attend a full day's conference at San Francisco State College January 6. Each group is striving to have at least a significant portion of its project completed for reporting to the Joint Committee members at that meeting.

"A great united movement to improve school personnel procedures is developing through this broad participation," Dr. Dwight Twist, Joint Committee chairman, declared. "All groups of professional personnel and the laymen charged with responsibility for governing schools as board members are working together to eliminate problems which have plagued us for years, but which have become acute during recent periods of rapid growth experienced in hundreds of districts."

"All the organizations cooperating in these studies have expressed conviction that the attractiveness of the teaching profession will be increased and the quality of service will be strengthened by these combined efforts," he said.

Now it just so happens that the difference between the words "imitate" and "intimidate" is three letters—N-I-D—which, oddly enough, spell out the root of an ancient word for coward.

—Jean Gerard



First Counselling and Reading Center on West Coast Sought

Kick-off for the construction of an "Education City" at the University of Southern California will be held Founder's Day Oct. 5 when the university celebrates its 75th birthday. First unit in the professional plant, eventually to consist of six specially-designed buildings, will be a Counselling and Reading Center, for which a goal of \$226,200 has been set, it was announced by Mrs. Grace M. Dreier, campaign chairman and an assistant superintendent in the Los Angeles City Schools.

Primary appeal in the campaign, which is intended to yield subscriptions over a three-year period, is to "buy a square foot" or more in the future "Education City" as a contribution to the welfare of the profession and to schools and school children drastically in need of larger numbers of well-trained teachers and other educators to meet zooming enrollments.

Chairmen in the drive headed by Mrs. Dreier include Claude L. Reeves, Los Angeles City; C. C. Trillingham, Los Angeles County; Frank M. Wright, Northern California; James H. Corson, North Central; Dean Triggs, South Central Coast; Arthur T. Tait, Southern California; Cecil Hardesty and Maurice R. Stokesbary, superintendents; Edith K. Gardner, honor societies; Mildred E. Younger, alumni clubs; Schuyler C. Joyner, school business affiliates; Howardine Hoffman, professional organizations; Ardella B. Tibby, community service groups; and Johns H. Harrington, publicity.

All professionally-minded educators and citizens as well as teacher Trojans

will be given an opportunity to contribute toward construction of the Counselling and Reading Center, Mrs. Dreier emphasized. There is no facility of this kind west of Chicago and only three in the U.S. Purchase of a "square foot" in the building will cost \$15, or 50 cents per school month for three years. Donors can make a pledge and then delay initial payment, it was explained. The contributions are also tax deductible. In recognition of their investment in education and in the welfare of school youngsters, those who

support the building fund will be awarded a "deed" for the number of square feet that they "own" in the Counselling and Reading Center, and their names will be placed on an honor roll at the entrance to the structure.

School systems, organizations, or individuals who subscribe a classroom, counselling office, or other part of the center will be further acknowledged by a suitable plaque located in the area for which they were responsible.

Dr. Fred D. Flagg, Jr., president of the University of Southern California, reports that the university will go ahead with the center as the first unit in the future "Education City" when the total amount is pledged for this purpose. It will not be necessary to delay until the funds are entirely collected, he said.

Dean Irving R. Melbo of the School of Education, who represents the faculty of the school on the campaign committee, indicated that the Counselling and Reading Center was designated as first in priority by his associates. The fact that many teachers and other educators would agree is suggested by the results of the Educators Opinion Inventory conducted in the Los Angeles City Schools during 1953. Approximately 75 per cent of the 15,000 teachers who participated declared that facilities of this kind were among those most urgently needed by the profession for in-service training and teacher education.

Driver Education Lecture Available

Driver education teachers who would like automobile insurance explained to their classes can arrange for a tested, informative, educator-approved presentation through the California Insurance Speakers Bureau. The service will be available almost anywhere in the state.

To request a speaker, address a card to California Insurance Speakers Bureau, Room 501, 315 Montgomery St., San Francisco.

The automobile insurance lecture was developed because of frequent requests the industry gets from driver education teachers. These teachers feel that their students should be given some understanding of the fundamentals of automobile insurance because nearly all drivers carry such insurance.

To standardize the presentation, Dr. Marland K. Strasser, nationally-known

safety educator, who is a staff member of the Association of Casualty and Surety Companies, drafted a basic lecture. It was checked for insurance accuracy and checked by various driver education teachers and State Department of Education representatives for interest, vocabulary level, and freedom from commercialism.

The lecture is given in schools, usually to single classes, by a local insurance agent or broker who is a representative of the Speakers Bureau. He uses his own words, but adheres closely to the basic lecture.

The lecture itself explains just what an automobile insurance policy does by taking an actual teen-age accident and pointing out how each section of the policy applies to that particular accident. Presentation requires 25 to 30 minutes.

Make Your Welcome HEARD!

ONE of the important problems of education today is the orientation of new teachers into school systems. A major objective is to absorb new teachers in such a way as to continue the smooth functioning of the school organization while helping newcomers to adjust as quickly and as easily as possible.

This program should include printed materials, personal introductions, conducted school and community visitations, individual conferences and interviews. The orientation program should draw upon the combined resources of the teaching faculty, administration, the PTA, local teachers' organizations, business, religious and recreational organizations, and the community at large.

Proper orientation of the new teacher results in a happy, well-adjusted and cooperative staff member. To quote the Sioux City, Iowa, Teachers' Association—

"Remember your first teaching days?

Each smile and pleasant word

Meant more than ever you could tell.

Let's make our welcome heard."

Yes, let's make our welcome heard. Every teacher and administrator should accept the orientation of the new teacher as his own personal problem and task.

As a new teacher, I want administrators to know that the majority of new teachers wish to be welcomed through a program of orientation based upon the following procedures:

Extended Orientation

Orientation begins with the first contact between the prospective teacher and the school and extends through an indefinite period. It is not to be limited to the first month or two on the job, although this is the most crucial time.

Pre-Adjustment

The prospective teacher should be provided with every opportunity to familiarize himself with the school, faculty, school policies, local problems, salary schedule, and the community prior to accepting employment.

Allen Dale Lacky

Mr. Lacky is now in his third year of teaching in California schools. Prior to coming to California, the author taught at the University of Illinois from 1946-1953. He is now vice principal of Woodland high school.

Definite Schedules

The prospective teacher should be told definitely what subjects he will teach and what extra-curricular activities he will be responsible for if employed.

Notification

The principal should notify each successful applicant of his appointment by letter prior to any public announcement.

Literature

Each new teacher should be forwarded all available printed materials covering general and specific school procedures, policies, resources and courses.

Preliminary Program

A pre-school orientation and planning program should be conducted for all new teachers. This program should include all personal and professional needs and problems of the new teacher.

Social Events

A social event should be held prior to the opening of school. This will help to encourage personal friendships and will help the new teacher feel wanted and needed.

Teacher-Helper

A cooperating teacher should be assigned to each new teacher. He will help interpret procedures and policies and give needed advice.

First Day

A special meeting should be conducted at which first-day problems and procedures will be discussed and explained to all new teachers.

Visitation

Each new teacher will be visited daily the first week or two. Visits should be short, informal, and for help—not evaluation; additional visitations to be made as needed.

Availability

There should be an "open door" policy, whereby each new teacher can discuss his problems with the principal.

Conferences

A series of weekly or bi-monthly orientation conferences should be scheduled covering areas and information necessary and essential to the new teacher.

Participation

Each new teacher should be informed as to school policy regarding membership obligations in professional and community organizations, including teacher organizations on the local, county, state, and national levels; PTA, community chest, service clubs, etc.

Incentive

Each new teacher should be encouraged, stimulated, and assisted to enter upon a program of professional growth and advancement.

With the above principles of orientation in mind, it is to be hoped that each administrator and teacher will ask himself, "Am I doing all I can to provide the new teacher with an atmosphere of mutual friendliness, confidence, respect and trust? Is my school one which makes the new teacher feel that he belongs and is needed?"

Can our welcome be heard?



AN INGENIOUS PE EQUIPMENT CARRIER has solved a lot of problems for Ted Boriack, principal of Live Oak elementary school in Lodi. Custodian Hempel designed and built the mobile rack shown above, using surplus materials at a cost to the school of eight dollars. If materials were purchased, Boriack estimates the cost at \$29.

Serving an enrollment of 260, the carrier remains in the play area all day, requiring a monitor for each physical education period and recess.

Six racks slant toward center, with space for all sizes of balls. An inflation pump is attached and an inflation chart is displayed near the check-out board. There is a bat rack for 26 bats, space for shuffleboard sticks and puck box, horse-shoes, gloves, masks, and balls of all sizes.

EDUCATION, U.S.A.

..... national professional news

CHANGES IN WASHINGTON Marion B. Folsom, described as a "social-minded business man," was appointed by President Eisenhower to be Secretary of Health, Education, Welfare. A veteran of 20 years of public service, he was Undersecretary of the Treasury when named to HEW. He had helped on the program to extend social security coverage. He is 62 this month, a graduate of Harvard Business School, and the father of two children, one of whom is a classroom teacher. Dr. Herold C. Hunt, one of the country's ablest school administrators, became Undersecretary of HEW a month after Folsom's elevation. After six years as school superintendent in Chicago, he moved two years ago to Harvard's Graduate School of Education. A hewer with a practiced stroke, he is expected to keep his eye on the middle letter of HEW. Office of Education, meanwhile, has taken on a "change of emphasis" with two assistant commissioners assuming duties as interdivisional coordinators. Dr. Rall Grigsby will coordinate grants-in-aid and Dr. Wayne Reed will coordinate educational services. Dr. John Ralph Rackley of Norman, Oklahoma, was appointed Deputy Commissioner of Education and Dr. Homer D. Babbidge Jr. of Newton, Massachusetts, was named assistant to Commissioner S. M. Brownell.

NATIONAL MERIT SCHOLARSHIP With initial funds of 20½ million dollars granted by the Ford Foundation and the Carnegie Corporation of New York, organization of the National Merit Scholarship Corporation was announced last month. All secondary schools in the country will participate in scholarship competition. A million dollars a year will be given in college scholarships to those high school students judged most capable of benefitting. Almost an equal amount will be available to match corporation donors for additional scholarships. A national selection program over a ten year period has been launched. Headquarters of the corporation is at 1580 Sherman Avenue, Evanston, Illinois.

CITIZENSHIP EDUCATION Citizenship Education Project—a 5-year program by Teachers College, Columbia University—began making its first public reports in July on the citizenship education experiences of communities taking part. Lynwood, California, was one. Students did these things in Lynwood: won nine Freedoms Foundation Awards; developed entire program for municipal swimming pool, campaigned, backed bond issue, won the election and have the pool in operation; organized a campaign to get jobs for youths needing them; stimulated "Clean-Up Day"; and formed the Lynwood Youth Employment Agency to get part-time jobs for students.

SHORTAGE of elementary school teachers over the nation last month as schools reopened, is estimated at 165,000. ● **GEORGIA** state board of education passed a resolution which would have denied teaching licenses to those favoring desegregation and to members of NAACP. Two weeks later it rescinded the rule but expected to make its own interpretation of a current teacher oath law which provides "to refrain . . . from teaching any theory . . . of social relations which is inconsistent with the fundamental principles of patriotism and high ideals of Americanism."

● **U.N. WEEK** has been set October 16-24. Suggestions for classroom programs built around the U.N. are included in an eight-page pamphlet, "Box Score on the U.N.," released by the NEA Committee on International Relations.

● The **KELLY BILL**, authorizing direct grants, federal purchase of school bonds, and federal credit advances to school districts, stands a good chance of Congressional passage next year. School men hope the bill will be strengthened.

● **WORTH McCLURE**, AASA executive secretary since 1946, will retire July 1, 1956. Dr. McClure, active in the organization of school administrators since 1941, has boosted membership to over 10,000.

● High ranking officials of the United Nations will be guests of the National Council for the Social Studies (NCSS) at its 35th annual convention in New York November 24-26.

● Post-humous honor award has been granted **VERNE S. LANDRETH** by American Association of Health, Physical Education, and Recreation. Former chief of the bureau of health education, state department of education, Landreth died last year.

● Scheduled for discussion at the **AMERICAN LEGION** convention in Miami October 10-13 is a report which says that UNESCO is not atheistic, not communistic. The reporting committee is unhappy because of attempts to interfere with the impartiality of its findings.

● **NATHAN M. PUSEY**, president of Harvard, reported in Fortune: "It is statistically true today that the person who attends college may expect to earn upwards of \$100,000 more during his lifetime than one who does not."

● **REDWOOD CITY** is praised in September **TRENDS** for the district's printed bulletin, which is largely devoted to non-teaching employees.

● **ED MURROW'S** television show on CBS will return to the air this month with a major documentary on the nation's school problems.

● California, as usual, makes a good showing in October issue of NEA Journal. There's a story by **ANNE S. CORBIN** of Woodland, an anecdote by **HELEN SHELTON** of Glendale, and a pat on the back for the **SAN DIEGO TEACHERS ASSOCIATION**, sponsors of a conference on school-community relations.

● **SCIENCE TALENT SEARCH** will distribute \$11,000 in scholarships and trips to the nation's capital next year. Information from Science Clubs of America, 1719 N Street NW, Washington 6, D.C.

● Public and private schools and colleges in the US enrolled an estimated 39,557,000 **STUDENTS** this fall, 1,657,000 more than a year ago, US Office of Education announced. Count is: elementary 29 million, secondary 7.7 million, colleges 2.8 million, private 215,000.

● **IT'S HIGH TIME**, a 40-page illustrated handbook for parents, is sweeping the country. It contains much which will help high school teachers "roll with the punches." Published by NSPRA, NASSP, and NCP, it's available at 50 cents a copy from NSPRA, NEA.

● **AMERICAN EDUCATION WEEK** is set for November 6-12, calling for "a pledge of citizen interest in better education." Publications and other helps are available from NEA, 1201-16th St. NW, Washington 6, D.C.



FROM THE FIELD

statewide professional news

PEOPLE AND PLACES

Dr. Harry M. Howell, 58, associate superintendent of Los Angeles City School Districts and head of the budget division, ended his life September 4 to find relief from the pain of cancer. Starting service with Los Angeles schools in 1924 as a teacher, he moved to the administrative offices in 1933. Refusing the superintendency last year due to illness, he filled the post between the retirement of Dr. Alexander Stoddard and the appointment of Dr. Claude Reeves. Responsible for financial and legislative matters in the nation's largest school district, Dr. Howell was regarded as one of the ablest school administrators in the country. . . . **George Babcock**, western division manager of D. C. Heath and Company since 1937, passed away on September 2 at the age of 60 after a stroke. Well known for his connection with the publishing firm, Mr. Babcock worked in the school field since 1923. . . . **Dr. Vikton Lowenfeld** will be principal speaker at the annual Asilomar conference sponsored by Pacific Arts Association, Northern California section, November 10-13. . . . By action of CTA's board of directors, the name of the committee and the Commission on Teacher Education and Professional Standards has been changed to **Teacher Education Commission** and **Teacher Education Committee**. The State Ethics Commission has been renamed **Personnel Standards Commission**, to be consistent with new provisions of the School Code. . . . Members of the CTA Legislative Committee and liaison appointees will meet at the Bellevue Hotel, San Francisco, October 29, to hear **James McCaskill**, executive secretary of NEA Legislative Commission, speak on federal school construction and the White House Conference. . . . **Bert Griffin**, pool director of Albany unified school district, authored an article in July issue of *Beach and Pool* describing a pool program geared to maximum use. Swimming instructors will find his mimeographed statement helpful. Address Albany City Schools, Albany 6. . . . California leads the country in **PTA membership** with 1,410,953. . . . **SCA 11** is the number assigned a measure on the November 1956 general election ballot which authorizes \$100 million in state bonds for school construction. . . . **George I. Linn**, 2650 Sierra Blvd., Sacramento, made a set of color slides and tape recording of NEA convention in Chicago. Complete half-hour program may be rented at \$7.50. . . . **Max Rafferty**, formerly of Saticoy and now superintendent of Needles schools, won the S. D. Shankland Memorial Scholarship for graduate study in school administration. The \$1000 award was made by Associated Exhibitors of NEA. He will complete his work for Ed. D. at USC. . . . Eight Californians attended the twelfth national conference of the Department of Classroom Teachers at Purdue University last July, led by **Elizabeth Yank** of Marysville, new president of DCT. . . . Additional charters granted to local associations include: 456, **El Segundo Teachers Club**, Los Angeles county; 457, **Westminster Elementary Teachers Club**, Orange county; 458, **Bullard Teachers Association**, Fresno county; 459, **Whittier District High School Teachers Association**, Los Angeles county.

PUPIL PERSONNEL SERVICES CREDENTIAL

Effective September 15, 1956, a "General Pupil Personnel Services Credential" will be required by the state of all certified teachers who spend more than fifty per cent of their time performing the types of services covered by the credential. These services include guidance, counseling, child welfare and supervision of attendance work, psychometry, school psychologist, and school social work in any elementary or secondary school, except as specified. Reference to Education Code for requirements, and advice from placement service is recommended for those teachers who wish to enter these specialized fields. The new credential is optional for persons who now hold regular credentials authorizing them to perform the services of school psychologist, school psychiatrist, and child welfare and attendance workers.

ONE WAY TO GET TEACHERS

At a Big Ten Club meeting in Los Angeles, John Fullen, executive alumni secretary of Ohio State University, told his listeners that Russia forces 25 per cent of its students into the teaching profession. Well, that's one way to get 'em.

CCPT REPORT IMPRESSIVE

A million-dollar investment by CCPT in higher education, made possible through the sale of honorary life memberships, now grows at the rate of more than \$100,000 annually. During 1954-55, more than 4,000 life memberships sold at \$25 provided an income of \$101,725. Repayments from borrowing students totaled \$100,025. Mrs. Eugene Baker, chairman of the student loan and scholarship committee, reports that of the 234 students applying for loans last year, 126 plan to teach. While student loans have prior claim to available funds, there is enough income for outright grants for scholarships and fellowships in specified fields and to highly qualified persons. Last fiscal year, more than \$40,000 went for scholarships and fellowships. Loan commitments for the 1955-56 school year have already reached \$84,580.

CTA-SS OPENS ANOTHER BRANCH

Sparked by the success of the first branch office in San Diego, Southern Section has announced the opening of a second branch office in San Bernardino. Keith Moses is co-ordinator.

AN ENGINEER PLEADS FOR CHILDREN

Karen Tiseth, 2, and her brother Elmer, 3, took a walk on a September afternoon. Tiring, they lay down beside the railroad tracks. The engineer of a freight train saw them, applied brakes, frantically sounded his horn, and prayed. The boy crawled away but the girl froze. A journal box struck the child's head, inflicting injuries from which she recovered. Not all such summer accidents end so happily. Some died or were maimed. The Southern Pacific Co. and the American Association of Railroads, hesitating to enforce trespass laws, believe parents should teach children to stay away from railroad tracks. Engineer Fred Tower, 2410 Santa Clara, Richmond, was the man who waited helplessly as his heavy train bore down on little Karen. His eloquent letter, available on request, will aid teachers to assist in this needed safety education.

Discipline . . . and Love

IT was the first day after Christmas vacation. A bevy of eager little six-year-olds crowded around me as I entered my room.

"Look, Mrs. Darby. Look at my new shoes."

"See my new dress. Look how the skirt goes out when I twirl." And with that she spun.

"Look at my new boots." Billy lifted his pants leg so that I could see all the shining leather.

David, who had been digesting their grandeur, sighed, "Well, all I got's a new ringworm and it's right there," and he pointed between his eyes. I sat down and laughed at David, and he caught the spirit of it and laughed, too.

So it is with techniques regarding discipline. Everyone has something new. It must be interesting for administrators to stand in a corner and listen to teachers telling each other how they "handle" their children. I shudder at the thought!

Some teachers are certain their children won't tell them anything.

"Tommy," in a stern voice, "finish your arithmetic."

"I won't," says Tommy.

It is here that teaching can become an art, or a shabby display of "You will—I won't." Has the teacher ever thought of asking why?

Techniques for maneuvering children are sought by thousands of anxious teachers every year.

What should you do with a boy who constantly tips over his chair?

What should you do with a child who wanders about the room?

What should you do with the child who simply **WON'T DO HIS WORK**?

What should you do with a child who is constantly talking?

There are techniques which teachers use as a direct reaction to each of these problems. The child turns his chair over . . . the teacher responds. In doing so the teacher feels she has fulfilled her obligation.

Billy won't do his work. The teacher reacts. The teacher is responsible for Billy's progress, isn't she?

New techniques for handling children are old ones rehashed, and for the most part modified.

The old fashioned idea of putting the child in the corner is now being used under the term isolation. Writing **I WON'T TALK TO JOHNNY** (admit

CALENDAR

OCTOBER:

7—California Educational Policies Commission; meeting; San Francisco.

7-8—CSTA Southern Section; leadership training conference; Riverside Mission Inn.

7-9—CTA Central Coast Section; leadership training conference; Asilomar.

8—CTA Southern Section; council meeting; Los Angeles.

8—CTD Northern Section; better teaching conference; Chico State College.

8—CTA Central Section; council meeting; Fresno.

8—California Association for Childhood Education; executive board meeting; Fresno.

8-9—Delta Kappa Gamma Society; executive board meeting; Mira Mar Hotel, Santa Monica.

9-12—NEA Department of Rural Education; 10th national conference of county and rural area superintendents; San Diego.

10-11—CRTA; special meeting; Fresno.

it or not) is still being used under the same conditions as it was twenty years ago.

I like these sentences I have taken from Arnold Gesell: "The total ground plan is beyond your control. It is too complex and mysterious to be altogether entrusted in human hands."

With this in mind I proceed to my classroom. I do not guarantee complete silence in my room. Nor do I guarantee complete obedience. I do not declare that every day at eleven group four will be reading, because my children and I might be inclined more for parading in our George Washington hats.

I'll try to teach Dean that he is happier those days when he does his work well.

I'll try to help Phyllis realize that when she smiles instead of whines, better living results. And I shall continue to believe that teaching advances to a higher plane when the teacher ceases to replace love with techniques.

If you should visit the first grade class at Shasta Meadows, you wouldn't find discipline being handled in a unique fashion. All I have is a new ringworm!

Gene Darby

First grade teacher, Enterprise

14—CSF; executive board meeting; Los Angeles.

14-15—California Industrial Education Association; executive council meeting; Fresno.

14-16—CTA North Coast Section; leadership training conference; Benbow Inn.

14-15—CSTA Northern Section; leaders conference; Sonoma Mission Inn.

15—CSF; scholarship state meeting; Los Angeles.

15-16—CAHPER; southern district conference; Compton.

19-21—California Association of School Administrators; annual conference; San Diego.

21-23—CTA Bay Section; leadership training conference; Asilomar.

21-23—CESAA, Southern Section; leadership training conference; Big Bear.

22-23—CTA Northern Section Council meeting; Auburn.

24-30—UNITED NATIONS WEEK.
25-28—California Assn. of Supervisors of Child Welfare and Attendance; annual conference; Long Beach.

27-29—California Assn. of Adult Education Administrators (CTA Associate); fall conference; Bakersfield.

28—CTA State Board of Directors meeting; San Francisco.

29—California Council of Adult Education (CTA Affiliate); annual conference; Bakersfield.

29—Joint CTA Legislative Committee and Federal Contact people meeting; San Francisco.

NOVEMBER:

2—CTA Commission on Educational Policy meeting; Fresno.

4—California Advisory Council on Educational Research meeting; Santa Barbara.

CORRECTION

On page 5 of September Journal, Bob McKay's article on legislative gains contained an inadvertent error. In discussing the retirement bill, a sentence reads "The CTA expects to sponsor legislation at next year's special session to limit to five cents per \$100 of assessed valuation the amount any district will be required to contribute." The word five should have read **fifteen**.

On page 14, the sample calculation table, column 3, the figure 30 in case 2 should have read 20. Incidentally, Ralph Nelson's article is being amplified and redesigned in a four-page folder which will soon be available for distribution.

AMEREX—new metal-and-plastic top on

American Seating Unit Tables

adds years of "Wear-Life"

Practical Size Range—Finest Use Features —Full Line of Functional Tables

The brand new metal-and-plastic top on American Seating Unit Tables No. 528 and 524 is stronger, yet lighter in weight than ordinary plastic tops. A die-formed steel frame supports the plastic work surface, which is five times more resistant to all wear than wood desk-top finishes, and ends all warping, checking, splitting and other hazards. The satin-smooth surface has a color-fast, birch-grain pattern with 45% light reflectance. A continuous band of hard-aluminum alloy protects edges.

The sturdy twin oval standards of these tables assure stability, permit students to get in or out with minimum chair scraping, and conserve floor space by allowing closer spacing of units. Each table has a strong, sanitary, one-piece steel book-box with pencil tray.

Companion Envoy Chair No. 368 is designed for good posture sitting, has hardened-steel, rubber-cushioned glides that protect floors. "Knee-action" keeps them flat on floor when chairs are tilted.

Send for fully descriptive
folder on American
Unit Tables.

No. 524.

One-piece top with level surface permits placing units together for group work. Entire top lifts for access to book-box; has no-slam device, stays in raised position without support.



No. 528. Has the famous, exclusive 3-position, "Ten-Twenty" top: 10°-20° slopes best for reading, writing, art work; also level position for manipulative and group work.

No. 329.

Open-front economy table with flat top. Available with top of either Amerex hard-core plastic, or all birch plywood.



American Bodiform Auditorium Chairs

Full-upholstered—the ultimate in comfort, beauty, durability, acoustical benefit. With or without folding tablet-arm.

Experience makes our service convenient, time-saving, for all your school needs. Prompt deliveries from large warehouse stocks.

SEND FOR OUR COMPLETE CATALOG

School Desks and Chairs
School Tables
Stadium Chairs
Auditorium Seating
Folding Chairs
Teachers' Desks and Chairs
Church Furniture
Bleachers
Office, Library and Home
Economics Equipment
Filing and Storage Cabinets
Window Shades

Laboratory Equipment
Chalkboards and Supplies
Bulletin Boards
Flags
Athletic Goods
Maps and Globes
Pastes and Inks
Office and Library Supplies
School Papers
Duplicating Equipment
Art Materials
Primary Materials

American Seating Company

701 Bayshore Blvd., San Francisco 24
6900 Avalon Blvd., Los Angeles, 3

A Good Turn For Motorists



Most people consider a car the second-biggest purchase they'll ever make. Anything that extends its life or improves performance naturally contributes to your pocketbook as well as your motoring pleasure. Since our new "Detergent-Action" Gasolines do both, they're prime examples of Standard's planning for you. Standard has built 4 catalytic reformers in the West to make these cleaner-burning, more powerful motor fuels required for best performance of today's higher compression engines. This program was two years in planning and building—cost \$50 million.

This \$50 million worth of plants is only part of the \$350 million Standard is investing this year to make petroleum more useful and plentiful. Some of it will go for product research, part will pay for new manufacturing facilities. A good share will finance the search for new sources of oil to help supply the 733 gallons a year per person that go into thousands of oil-born products essential to modern living.

So the \$350 million is an investment in your future as well as ours. It's one way Standard helps guarantee there'll be plenty of oil to do more jobs today and in the years to come.

STANDARD OIL COMPANY OF CALIFORNIA
plans ahead to serve you better

An educator
asks what can

ETV

do for our
schools?

Three years ago teachers were starry-eyed about the tremendous opportunities then presented for the use of educational television. But dreams have not materialized and well-spoken plans have been pushed out of shape by hard reality. Apathy is the greatest adversary. Unless we act soon—and wisely—we shall lose an important communication medium, just as we lost radio.

Raymond L. Smith

It was obvious that educational TV's great promise was foreseen by Governor Warren when he said in December, 1952, "It may be that we are coming to grips with the richest opportunity in history to make available to every person all the cultural resources that have been painstakingly formed and assembled throughout the centuries." There is grave concern in California today whether this prediction will come to pass.

In April, 1952, the FCC reserved 242 channels for educational TV (ETV) use in the United States. At present, 15 ETV stations, not counting two operating on commercial channels, are on the air, 34 are being built, and 48 additional channels have been allocated by the F.C.C. National Citizens Committee for Educational Television predicts that 26 ETV channels will be on the air by year's end.

Channels Not Used

These results, however, are disappointing compared with the opportunity. More than half of the channels reserved remain unassigned even though the FCC warned from the outset that they could be held for only a few years. They are valuable property and commercial interests have in several cases sought to obtain the Very High Frequency Channels assigned to educational groups.

The existence of several of the ETV stations now operating is tenuous because of the difficulty of raising operating funds.

Can Schools Use TV?

The most disappointing aspect of

ETV is the lack of benefit to the public schools. Some of the most energetic workers for the establishment of ETV stations were the public school people. They had progressive plans for trying out the new medium in the classroom. Today in the United States only a few cities receive this service—a tiny fraction compared to the amount necessary to establish its value as a classroom aid.

Back in 1951, California public school educators, notably a few from the San Francisco Bay area, as well as the Los Angeles and San Diego areas, were quick to point to statistics showing that school children were watching TV more than three hours per day, about four hours on weekends, and in some extreme cases forty hours per week.

"Why not use this magic box to teach as well as to entertain?" the public school educators asked themselves. Reliable research statistics on the subject were scanty until the U. S. Navy conducted several significant studies at the Special Devices Center, Port Washington, Long Island, N.Y.

The Navy study on learning and retention lent great promise to TV as an effective teaching method and the Navy study on the comparative effectiveness of TV with other audio-visual aids such as films and filmstrips showed TV at the top of the list.

Frieda Henneck, a FCC Commissioner, began to champion the cause of educational TV channels to be allocated to educational institutions and school systems throughout the country.

Help them be
More Creative...



● Your pupils will get the best and most satisfying results from their creative efforts when they use the best materials. Sargent School Art Materials are produced by the master color-craftsmen who have made Sargent Colors for professional artists for many years. Because the same degree of skill and care is used in the manufacture of Sargent School Materials, both teacher and student are assured the highest quality products for their art activities.

Producing fine quality color materials is our one and only business... there is a Sargent color material for every part of your art program.



FREE! Use handy coupon below to send for your copy of "TEACHERS' PETS"... an informative booklet with 8 practical classroom art projects. Illustrates a variety of stimulating new ideas by teachers themselves for your students... using simple, easy-to-get Sargent materials and showing exactly "how-to-do-it."

Sargent

ART CRAYON COMPANY

ART CRAYON COMPANY
11 W. 42nd St., New York 36, N. Y.
Please send me your FREE "Teachers' Pets"
booklet of classroom art projects.

NAME _____
SCHOOL NAME _____
GRADE(S) TAUGHT _____
ADDRESS _____
CITY _____ STATE _____

AFRICAN ANIMALS • HEALTH

TREES • AIR AROUND US • ANIMALS OF SMALL POND • BIRDS WE KNOW • LITTLE ESKIMOS • TOOLS FOR BUILDING • THE CIRCUS

books to entertain and educate from
Childrens Press
for beginning and young readers
new Fall titles



TIZZ by Elisa Bialk

For those who have learned to read, here is their first, fine, contemporary illustrated novel. It is full of problems common to 7 and 8 year olds. But it is Tizz, the mischievous pony, that helps solve as many problems as she creates. Elisa Bialk tells her story against a background of warm family relationships. Reading level - 3rd gr. Reinforced edition, net \$1.88

CITY BOY, COUNTRY BOY by Miriam Schlein

A Junior Literary Guild Selection that points up the charm of living in either city or country. Full color. Reading level - 2nd gr. Reinforced edition, net \$2.10

SKIING WITH PER AND KARI by Temm Murstad

An entertaining introduction done by one of Norway's largest ski school operators. A Childrens Press edition of a charming Norwegian picture book. 4 colors. Reading level - 2nd gr. Reinforced edition, net \$2.10

ROSIE'S JOSIE by Richard & Irene Willis

A gay, amusing story of Rosie's car Josie that balked on the middle of a hill. 3 colors. Reinforced edition, net \$2.10

the true book series

foremost among books that encourage early, independent reading, gains new stature with these five new titles for Fall.

48 pages, 7 1/4 x 8 3/4, 2 colors. Available only in **\$1.50**
Reinforced Editions, net

the true book of CLOTH

the true book of HOLIDAYS

the true book of COWBOYS

the true book of SEASONS

the true book of SOUNDS WE HEAR

write for complete catalog



Childrens Press

Jackson & Racine, Chicago 7, Ill.

POLICEMEN AND FIREMEN • INSECTS

SCIENCE EXPERIMENTS • PEBBLES AND SHELLS • MOON, SUN AND STARS • PETS • FARM ANIMALS • TOYS AT WORK • HONEYBEES • PLANTS WE KNOW • INDIANS

Over much opposition, she was able to win her arguments and the FCC did grant 242 channels (about 10 per cent of the total available) to educational groups.

Eight Channels in State

In California grants were allocated to educational institutions in Fresno, Los Angeles, Sacramento, San Bernardino, San Diego, San Francisco-Oakland, San Jose, and Stockton. All grants were for ultra high frequency (UHF) except San Francisco-Oakland which was granted a most valuable very high frequency (VHF) channel.

The Governor's Conference on Educational Television agreed that a statewide network of the eight (or possibly more) TV stations should not be established. Instead, it was thought that encouragement should be given to the local areas concerned, with the possibility that up to 25c per a.d.a. could be spent at the discretion of local school district superintendents from funds provided for regular audio-visual instructional purposes.

Committee Inactive

Governor Warren appointed a high policy committee which met at irregular intervals but never had a measurable positive influence in the state.

It would be difficult to find eight more contradictory bills than those on educational TV proposed for passage in 1953. At the last moment one bill was settled upon, patched up, and then spiked in the Assembly Ways and Means committee when Legislative Auditor A. Alan Post testified that too little is known about the field.

The V's Get Mixed

"TV is A/V" was said many times; implying that television should be thought of as an extension of audio-visual services. As such, then, it would logically be supported by funds normally appropriated for audio-visual instruction. None of the proposed ETV legislation would have increased the actual amount of A/V funds, but would in effect have allowed the expenditure of these previous A/V funds for ETV (not to exceed 25c per a.d.a.).

Tying TV to A/V's apron strings is a great mistake, and has undoubtedly contributed to "ETV-cide" in California as far as the public schools are concerned.

Despite the confusion behind the scenes, two areas in the state were able to push forward plans for opening their

educational stations. Station KTHER, operating from studios at the University of Southern California under the direction of Dr. William Sener, was the first such station in California to get on the air in November 1953, and the second in the nation. (CTA Journal, November 1953, p. 6.)

KTHER failed about a year after opening for various reasons leading to the withdrawal of financial support by the station's backer.

The Bay Area Educational Television Assn., a non-profit corporation, was able to surmount many financial and personnel obstacles and get station KQED on the air in May 1954 for the second such station in California and sixth in the country.

KQED is doing a magnificent job on the adult education level. The programs which are telecast in the late afternoons and early evening hours five days a week have been said to be among the best of their kind in the country. Such programs as the Little Symphony, the recent Festival of Faith Telecast, the United Nations full coverage, Dr. Edward Teller's series on the atom, and many others are convincing many skeptics of the value of a "community" type educational station.

Precarious Finances

The station, however, is operating on a hand-to-mouth basis financially. Main income sources have been from foundation grants, support by certain interested individuals and corporations, and by memberships at the rate of \$10 per year for individuals and \$100 for corporations or community agencies. There has been no direct tie of any kind between the financial source and the programs telecast.

Each month KQED has had to expend more for operating costs than the station has received from its financial sources. In June this year its plight was so desperate that the board of directors decided that unless \$65,000 could be raised the station would be forced to go off the air on July 1. With the help of a professional public relations firm and such stunts as an all-night telethon and an all-day and night auction of donated merchandise, KQED was able to exceed the goal. Given assurance of a six-month stay, the board has appointed a Citizen Committee to study the station's future.

No School Programming

Where will the station go from here? Presently, the KQED programs are 100

Are your seniors oriented to Military Service?

TODAY's seniors are tomorrow's servicemen. Military service can be made a rewarding experience, both psychologically and vocationally, if students are aware of their Army opportunities. Knowledge of what the Army has to offer is one of the keys to service adjustment. You owe it to your students to acquaint them with the following facts of Army life.

Did you know that:

- The Army wants every young man and woman at least to graduate from high school before considering enlistment?
- High school graduates may enlist directly for any one of over 100 technical courses for which they may be qualified?
- Army service offers an educational and productive career?
- Army technical training provides the finest education for civilian careers?
- The Army provides excellent environment for: psychological maturation; character development; educational development?

AVAILABLE FOR YOUR INSPECTION AND CLASSROOM USE ARE FREE COPIES OF—

- The U. S. Army Talks to Youth, A Unit of Study for High School Students (Available for classroom use)
- The Occupational Handbook, U. S. Army (Available for teacher and library use only)
- High School Youth and Military Guidance (Teachers' booklet)
- Opportunities Ahead (Student booklet)
- The Army and Your Education (Reference booklet)
- Women's Army Corps (Reference booklet)
- Straight Talk About Staying in School (Student booklet)
- Reserved For You (Student booklet listing over 100 Army technical courses for which high school graduates may apply)

AVAILABLE FOR SHOWING TO STUDENTS OR SCHOOL COMMUNITY GROUPS—

Prepare Thru Education (16 minute film which portrays problems of high school youth about to enter service and advice given them by their counselor). May be obtained free of charge by contacting nearest Army Recruiting Office or by writing to:

**The Adjutant General, Department of the Army,
Washington 25, D. C. Attn: AGSN-P**



All indicated written material may be obtained by visiting your local Army Recruiting Station or mailing this coupon today.

**The Adjutant General, Department of the Army
Washington 25, D. C. Attn: AGSN-P**

Please send me the booklets I have checked. I understand that I also can get additional booklets for my students by writing to the above address.

- | | |
|--|--|
| <input type="checkbox"/> The U. S. Army Talks to Youth | <input type="checkbox"/> Women's Army Corps |
| <input type="checkbox"/> The Occupational Handbook, U. S. Army | <input type="checkbox"/> High School Youth and Military Guidance |
| <input type="checkbox"/> Straight Talk About Staying in School | <input type="checkbox"/> Opportunities Ahead |
| <input type="checkbox"/> The Army and Your Education | <input type="checkbox"/> Reserved For You |

TM55-1

NAME

ADDRESS

CITY

STATE

HIGH SCHOOL

POSITION

aeronautics

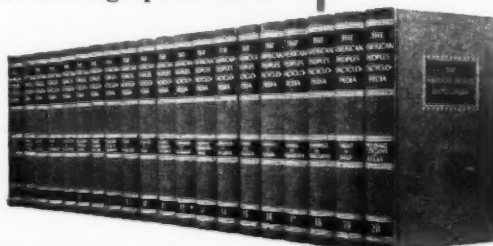
"IN AERONAUTICS, ONE FINDS
NEW THINGS ONLY
BY LOOKING FOR THEM,"—CIERVA

explained for young people the AMERICAN PEOPLES way

The American Peoples Encyclopedia covers man's invasion of the air from the earliest dreams through today's supersonic speeds—into tomorrow's probability of atomic-powered aircraft. Related articles span the field from aerodynamics to air warfare. The airmen and airwomen of tomorrow will find a helpful guide to their future in the section on *Careers in Aeronautics*.

This comprehensive and up-to-date treatment of the rapidly growing field of aeronautics is typical of how *The American Peoples Encyclopedia* keeps abreast of the news of knowledge in all important fields. You'll like the way the information is organized for maximum utility, and presented concisely yet completely with effective use of graphics. This is why so many teachers and librarians report that their students' first choice is *The American Peoples Encyclopedia*!

Write for your copy of *The Widening Horizons*. The story of how a modern encyclopedia meets the growing challenge of the times.



THE AMERICAN PEOPLES ENCYCLOPEDIA

20 Magnificent Volumes of Usable Knowledge

3,200 distinguished contributors, including
15 Nobel prize winners

Walter Dill Scott
Chairman, Editorial Board

Franklin J. Meine
Editor-in-Chief

CALIFORNIA REPRESENTATIVE
BEN. F. DAVIS, B.S., M.A., Ph.D.,
2171 Oakhaven Drive, Duarte, California
(Former Associate Professor of Education, University of Houston, Principal and teacher in California schools)



SPENCER PRESS, Inc.

School and Library Division
N. H. Gilbert, Director
179 N. Michigan Avenue
Chicago 1, Illinois
A publishing affiliate of
Sears, Roebuck and Co.

per cent adult education and none of a direct teaching nature for the public schools. It should be pointed out that if KQED could legally serve the public school districts of the ten Bay area counties having more than 400,000 school children, a 25c rate would raise \$100,000 annually to help support the station. This support base would provide over half of the estimated annual operating expenses of the station.

No station in California has ever been able to provide the public schools with educational television service. Unless school administrators enlist more interest and leadership, California's chances to use TV in education may soon be choked off forever. Just look at the facts: KTHE in Los Angeles is no longer on the air; KQED, San Francisco, may follow suit in a few months unless businessmen come to its rescue; the other six areas granted channels by the FCC are admittedly marking time watching developments in the two largest urban areas. FCC will not hold these channels in favor of educational institutions unless evidence of intended use is forthcoming. Public school leaders have been unable to communicate effectively with legislators concerning the potentialities of educational TV.

This spring there were two bills introduced in the assembly to permit public schools to use educational TV services. The Geddes bill which had the support of CTA and CASA, and the Carlos Bee bill which was supported by local educational leaders, were both defeated in Senate committees. A prominent senator, in leading the fight against the bills, stated he was not convinced that the need for educational TV in the schools had been clearly demonstrated.

The senator had a point. The need for further research is evident. An organization set up for this kind of research is the Educational Television

Research Association (ETRA), 16308 Foothill Blvd., San Leandro. This group, approved by the State Board of Education in January 1954, is composed of public school districts in the Bay area paying annual membership dues of ten dollars. Representatives from the member districts meet monthly to initiate research projects and evaluate progress of those already under way.

California never did anything with educational radio. Now it begins to appear that educational TV may never have a chance to get off the ground floor.

Things To Be Done

Educators who normally pride themselves upon their skill in the communications arts can still take advantage of what has been described as "the greatest communication device since the invention of the printing press." These things should be done on behalf of ETV:

1. Watch research progress on educational TV.
2. Talk to local legislators now to pave the way for future legislation.
3. Take educational TV out of its shackles on the state level by separating it from the audio-visual program.
4. Establish a Bureau of Radio-Television Communication in the State Department of Education. This bureau, operating on its own budget funds, would be in the most advantageous position to further the program for educational TV.

It has often been stated that it takes about fifty years for a new idea to be accepted by educational institutions. Unfortunately, the FCC may run out of patience before then. The 50's will prove to be either the crib or casket of ETV in California.

NOT ALL IS DARK; ETV HAS MADE PROGRESS, TOO

Dr. Smith, author of the article above, is chief deputy superintendent of schools for Alameda County. He has recited some of the problems facing educational television and has suggested several points of action which could yet make this powerful medium a tool of the schools.

The author did not enumerate the powerful pressures which tend to slow the progress of ETV. Although most commercial television operators offer cooperation and assistance to ETV stations now struggling for survival, they keep no secret of their willingness to take over the reserved channels. Teacher education institutions fear the intrusion of ETV on future teacher training programs, delivered by air. School finance leaders hesitate to urge large public expenditure for classroom use until transmission, programming, and capital outlay can be better justified.

In spite of the prevailing negative attitude and apathy among school leaders, much progress has been made. The Journal has asked Dr. Vaughn Seidel, Alameda County superintendent of schools, to write a progress report for our November edition. As founder of Bay Area Educational Television Association, Dr. Seidel has been an enthusiastic leader in the ETV movement.

JWM

The Better the Tools the Better the Teacher



CRAYOLA® . . . ARTISTA® Water Colors
. . . ARTISTA® Tempera . . . GENIE®
HANDIPAINT . . . ARTISTA® Powder
Paint . . . CLAYOLA® Modeling Clay
. . . SHAW® Finger-Paint . . . AN-DU-
SEPTIC Chalk . . . all Gold Medal Art
Products produce superior work because
they are superior products. Laboratory-
tested. Studio-tested. Time-tested.
Classroom-tested.

BINNEY & SMITH INC.
380 Madison Ave., New York 17, N. Y.

Western Division Office:
5636 E. 61st St., Los Angeles 22, Calif.

MAKE MONEY WRITING .. short paragraphs!

You don't have to be a trained author to make money writing. Hundreds now making money every day on short paragraphs. I tell you what to write, where and how to sell; and supply big list of editors who buy from beginners. Lots of small checks in a hurry bring cash that adds up quickly. No tedious study. Write to sell right away. Send for free facts.

BENSON BARRETT

1751 Morse Ave., Dept. 160-K, Chicago 26, Ill.

AUDIO-VISUAL AIDS

A department on teaching films conducted by H. Barrett Patton

GAS LAWS AND THEIR APPLICATION. Film: 16 min., Black & White, Boyles, Charles & Gay-Lussac Laws, Sr. High, College, Adult; Price: \$75, Encyclopaedia Britannica, Mr. Urlaub, 112 Glen Court, Walnut Creek.

This film treats the historical experiments which led to the formulation of Charles, Boyles, and Gay-Lussac's Laws. The experiments are well performed and the explanations are clear. The students should have some background before this film is shown because a good many ideas are included in one film.

ARABIAN CHILDREN. Film: 16 min., Jr. High, Adult; Price: Color \$150. Black & White: \$75, Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood.

A day in the life of Arabian children in a small village brings one a view of the courtyard, the farm land, the well, the school, and life in the house.

ARGENTINA'S LIFESTREAM. Film: 10 min., Color, Intermediate, Jr. High, Adult; Price: \$90, Paul Hoeffer Productions, 7934 Santa Monica Blvd., Los Angeles 46.

Life in Argentine centers around the

cattle industry on the pampas. The picture centers around the estancia or cattle ranch and the life of a gaucho, the Argentine cowboy.

THE LITTLEST PUPPY GROWS UP. Film: 11 min., Color, Science, Social Living, Library Groups, Primary, Intermediate; Price: \$90, Frith Films, 1816 N. Highlands, Hollywood.

The littlest puppy grows up from a tiny puppy on a bottle to be a companion to the boys and a well-mannered dog. Proper ways of taking care of the puppy at each stage make this film helpful for the boy or girl raising his own pup.

CHAPARRAL: THE ELFIN FOREST. Film: 17 min., Color, Geography, Nature Study, Conservation, Jr. High, Sr. High, College; Price: \$140, Arthur Barr Productions, 1265 Bresee Ave., Pasadena 7.

The chapparal, or brushland of the Pacific Southwest, abounds with plant and animal life. It is a protection to the soil when rain falls. Its great enemy is fire.

TRANSFER OF HEAT. Film: 10 min., Black & White, Elementary Science, Intermediate, Jr. High; Price: \$45. Young

Films listed in this department are pre-tested and are available from California distributors. For further information, write Mr. Patton, Audio-Visual Director, Santa Clara County Schools, 2320 Moorpark Ave., San Jose 28. When ordering film, please mention CTA Journal.

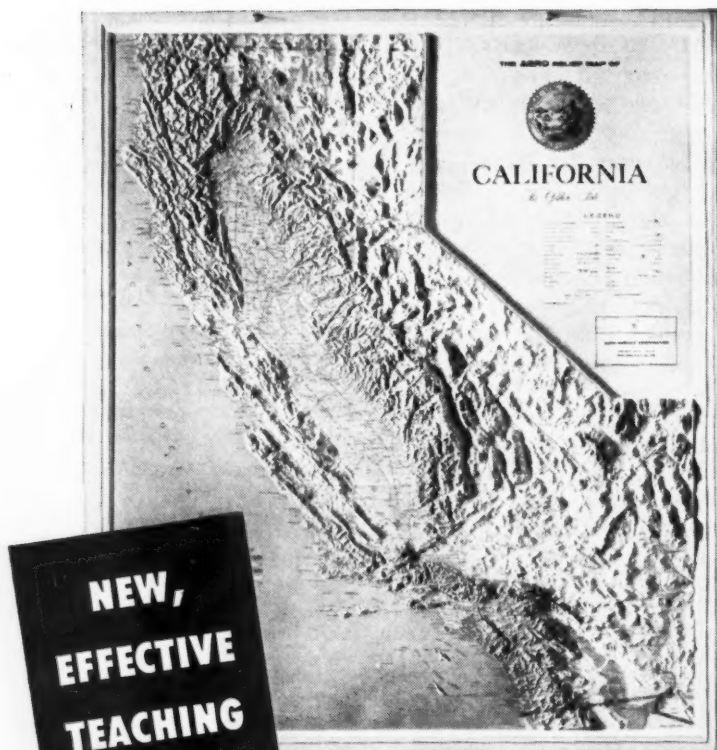
America, Audio-Visual Supply Co., 245 Broadway, Laguna Beach.

Good illustrations of the three types of heat transfer—conduction, convection and radiation.

WONDERS OF PLANT GROWTH. Sound, 10 min., B&W, color, Primary, Intermediate, B&W: \$50; Color: \$100. Churchill-Wexler Film Productions, 801 N. Seward St., Los Angeles 38.

A girl and her brother experiment with growing plants. They grow them from a bean and a squash seed, the stem of a geranium, the leaf of a succulent, and the root of a sweet potato plant. By placing a blotter in a glass and using time-lapse photography, one sees what goes on. It should inspire a class to similar experiments.

California Map With Topography Molded in Realistic Relief



**NEW,
EFFECTIVE
TEACHING
AID**

See this map at
ELEMENTARY
SUPERVISORS' MEETING
October 17-20
and other meetings throughout California

Geography, history and related subjects come to life with this unique new map of California. The terrain is molded in striking three-dimensional relief. Printed in eight blending colors, this relief map of California gives pupils an intriguing, realistic perspective—like taking a high altitude flight!

With it, you can relate topography to agricultural and industrial economy . . . point out population centers . . . trace transportation routes over land and water.

BE SURE YOUR SCHOOL HAS IT!

The map bears over 2,000 geographical names: cities, towns, lakes, rivers, parks and the like. 41 x 47 in., it is molded from a single sheet of light, durable Vinylite . . . weighs only 2 lbs. Displays easily anywhere. Built to last for years.

School boards, PTA groups and teachers are ordering them now. In many communities, civic-minded organizations are buying them as awards to outstanding scholars. Be sure you have one or more for your school! School price: \$39.50. F. O. B. Philadelphia. Shipped in corrugated carton serving as map case. Order now!

AERO SERVICE CORPORATION

210 E. Courtland St., Philadelphia 20, Pa.

Producers of the Aero Relief Map of the United States,

64" x 40", 11 colors, \$41.50, and the

Aero Relief Map of Canada, 45" x 49", 8 colors, \$39.50.

By Invitation Only

The installation of the new CTA Income Protection Plan is now in full swing. All local chapter presidents and CTA members have received announcements regarding the proper steps for each local to follow in order to adopt the new program. The steps are simple and when followed will assure your chapter of an early adoption of the new Income Protection Plan. Your chapter should arrange to take the following steps at once:

1. Bring this important teacher welfare matter to the attention of your local Chapter Executive Board.
2. Arrange for a Washington National representative to meet with your Executive Board by sending your invitation to one of the addresses listed below. The Group representative will be pleased to meet with your Board, explain the CTA Income Protection Plan, outline the procedures to be followed in the installation of your unit and answer your questions.

Remember, it is up to your unit to take these important steps. As soon as we receive your invitation we will be in a position to present this new program to your Chapter.

Washington National

INSURANCE COMPANY

Evanston, Illinois

416 West Eighth Street
Los Angeles

681 Market Street
San Francisco



Helping growing boys and girls grow up in reading...

THE NEW BASIC READERS ... for Grades 4-6

GRAY • MONROE • ARTLEY • ARBUTHNOT

All selections in The New Basic Reading Program have been chosen to help children expand their capacity to enjoy and appreciate good reading, to help them stretch their ability to read with ever increasing understanding—to help them grow up in reading. Interest in these good stories and in the unit themes around which they are centered makes it easy for you to lead your boys and girls into wide personal reading and important skill-building exercises.

Middle-Grade Texts—each with Teacher's Edition and Think-and-Do Book
The New Times and Places (4/1) • More Times and Places (4/2)
The New Days and Deeds (5/1) • More Days and Deeds* (5/2)
The New People and Progress (6/1) • More People and Progress* (6/2)

*Ready in January 1956

Free on request: "Helping Middle-Graders Move Ahead in Reading," a 24-page booklet in full color, describing the new program. Ask for No. 455.

For this booklet and other teaching aids: Write to our new Pacific Coast address in Stanford University's Industrial Park

Scott, Foresman and Company
855 California Avenue Palo Alto

ENRICH YOUR READING PROGRAM

LAIDLAW READERS

The LAIDLAW READERS provide stimulating stories with worthwhile literary qualities. There are no grade designations on the LAIDLAW READERS, but the vocabulary is controlled for use as follows:

ON THE WAY TO STORYLAND	Easy first grade
MAKING STORYBOOK FRIENDS	Easy second grade
STORIES WE LIKE	Easy third grade
CHILDREN EVERYWHERE	Easy fourth grade
ON THE TRAIL TO ADVENTURE	Easy fifth grade
THE WORLD AROUND US	Easy sixth grade
FROM EVERY LAND	Sixth grade

CLASSICS FOR ENJOYMENT

A series of thirteen of the great classics adapted to Junior High School reading level.

IVANHOE
A TALE OF TWO CITIES
LES MISERABLES
OLIVER TWIST
PRIDE AND PREJUDICE
SILAS MARNER
JANE EYRE

COUNT OF MONTE CRISTO
DAVID COPPERFIELD
LORNA DOONE
MOBY DICK
WUTHERING HEIGHTS
SHORT STORIES
BY EDGAR ALLAN POE

STUDY EXERCISES FOR DEVELOPING READING SKILLS

A series of three books designed to help pupils develop and improve their reading skills. The books are classified as "A," "B," and "C," rather than by a grade designation.

Write for Additional Information

LAIDLAW BROTHERS

River Forest, Ill. Summit, New Jersey Palo Alto, Calif. Dallas 1, Texas Atlanta 3, Ga.

HEREDITY IN ANIMALS. Sound, 10 min., B&W, Agriculture, Heredity Law, Biology, Science, Sr. High, College, Adult, \$50: United World, 6680 Melrose Ave., Hollywood 46.

Mendel's law is explained through pictures and diagrams so everyone will understand how inherited characteristics are handed down from generation to generation.

MANNA OF THE SOUTH SEAS. 20 min., color, Coconut Palm, Geography, Social Studies, Elementary Science, Intermediate, Jr. High, College, \$195, Martin Mayce Productions, 900 Federal Ave., Seattle 2, Wash.

The profound influence of the coconut palm on the life of the Fijian people gives one an insight into their civilization. It shows how the trees probably came to the islands, how they grow, how the coconuts are harvested, and many uses for various parts of the palm.

ENCHANTED CITY. Sound, 13 min., color, Petra, Enchanted City of Rock, Jr. High, Sr. High, College, Adult, \$135: Simmel-Meservey, 9113 W. Pico Blvd., Los Angeles 35.

The small Arabian boy hears the story of the Enchanted City of Rock and the demons that had inhabited it. While his father does not believe in the demons, he has been to Petra and agrees to take two boys there. He tells of it as an important town on the caravan routes and shows the boys the important ruins of temples, tombs, obelisks cut from solid stone, and other imposing remains.

MOUNTAIN OF FIRE. Sound, 10 min., color, Mt. Etna Eruption, Europe, Volcanoes, Jr. High, Sr. High, College, Adult, \$125: Almanac Films, 516 Fifth Ave., New York 36, N.Y.

The eruption of Mt. Etna is spectacular in its beauty but is a tragedy to the peasants who lose their homes, possessions and farms.

TWO LITTLE RACCOONS. Sound, 10 min., B&W, Science, Primary, \$50: Young America Films, 247 Broadway, Laguna Beach.

This is the story of two raccoons, Wilbur and Randy: first their adventures in the woods, where they encounter a frog, a turtle, and a woodchuck; then with Tommy and June on a picnic; and finally, their visit to the home on a nearby farm, where they investigate the kitchen and living room and are surprised there by Tommy and June.

FIND THE INFORMATION. Sound, 10 min., B&W, Color, Social Science, Language Arts, Guidance, Jr. High, Sr. High, College, B&W: \$50; Color, \$100. Coronet, Craig Movie Supply, 149 New Montgomery St., San Francisco, Calif. Here is explained how to go about find-

nd, 10
Laws,
College,
Mel.
h pic-
under-
s are
genera-
SEAS.
Geog-
y Sci-
College,
s, 900
coanut
e gives
on. It
me to
he co-
ses for
min.,
Rock,
Adult,
Pico
e story
nd the
ile his
emons,
ke two
ortant
ws the
ombs,
other
0 min.,
e, Vol-
College,
5 Fifth
atcular
e peas-
ns and
nd, 10
\$50:
adway.
s, Wil-
ures in
frog, a
Tommy
their
where
living
Tommy
nd, 10
e, Lan-
h, St.
\$100.
9 New
alif.
ut find-
er 1955

ing information in a high school discus-
sion. This includes use of the card cata-
logue, the Readers Guide to Periodical
Literature, Who's Who, Who's Who in
America, and the World Almanac. Organi-
zation of the material thus obtained into
a reference file shows its real value.

CITRUS CULTURE. Sound, 18 min.,
Color, Intermediate, Teacher Training,
\$140. Paul Hoeffler Productions, Har-
old Klee, 2400 - 16th St., San Francisco
14.

A teacher uses a film on citrus culture
to answer questions of the class about citrus
fruits. The questions that lead to the need
for the film are first presented, followed
by the film and the follow-up.

MONOTYPE PRINTS. Sound, 5 min.,
color, Intermediate, Jr. High, \$60. Bailey
Films, Inc., 6509 De Longpre Ave.,
Hollywood 28.

Making of monotype prints is shown
first by adults and then by fourth graders.
Needed are household cement, two pieces
of glass, brayer, brush and water soluble
printer's ink. It could be used for Christ-
mas cards or art prints in general.

THE LUMBERMAN. Sound, 22 min.,
color, Industries, Intermediate, Jr. High,
\$159.65, Frith Films, 1816 N. Highland,
Box 565, Hollywood.

A day in a lumber camp shows many
of the activities that take place there, the
activities of various workmen, and the
home life of several families.

NAVAJO CANYON COUNTRY. Sound,
12 min., B&W, color, Social Studies,
Intermediate, Jr. High, Sr. High, Col-
lege, B&W \$55; Color, \$110. Avalon
Daggett Productions, 441 North Orange
Drive, Los Angeles.

The influence of the rugged Navajo
homeland on tribal history, homes, econ-
omy, and transportation contrasts with the
civilized areas of our country.

The film explains the shaping of this
land by erosion. Views of the inside of a
hogan, sheep raising, a trading post, pre-
historic ruins in Canyon de Chelly, and
an old Navajo ritual at the "Wishing Well"
portray the Navajos of today.

A BONE FOR SPOTTY. Sound, 10 min.,
B&W, Banking, Primary, Free: Public
Relations Council, American Bankers
Assn., 12 E. 36th St., New York, N.Y.

Barbara gives Spotty a bone, which he
proceeds to bury. Father explains that the
dog is saving it to use later. When Bar-
bara starts to bury her dollar bill, father
explains about putting the money in the
bank and how a bank functions. As a
result, Barbara opens a savings account at
the bank.

FROM DESIGNER TO DEALER

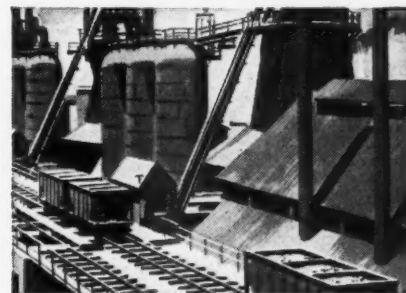


AMERICA'S RAILROADS MAKE THE CONNECTIONS!

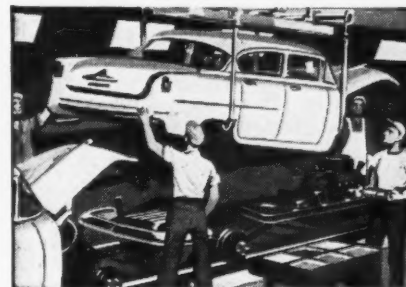
Small wonder there's no thrill quite like that first ride in the new
family car! Because the American automobile is easily the most
spectacular feat of mass-production in the world . . . performed by
designers, steel makers, parts manufacturers and assemblers all over
the nation . . . all linked by dependable railroad transportation!



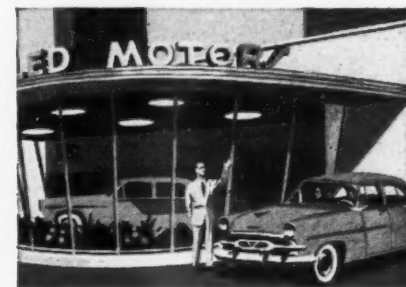
Here is the beginning of that new car —
deep in a great iron ore pit. Tracks extend
into the pit itself so that ore can be loaded
directly into railroad cars. Then, the ore
begins the long journey over land and
water to the steel mills.



Trainloads of coal, coke, and limestone
for making steel join the iron ore at the
steel mills. Afterwards, the finished steel is
shipped to thousands of different factories,
where it is used in some of the 18,000 parts
that make up an automobile.



From the thousands of plants where these
items are made, parts and materials flow
to the final assembly plants. Here engines,
chassis, bodies, and other parts, delivered
by rail, are put together into finished cars
in as little as one hour.



Before its new owners proudly drive it
home, that new car has traveled countless
thousands of miles by railroad, in the form
of raw materials and separate parts. Even
the final delivery from assembly plant to
dealer is often made by rail.

Among all the wheels rolling in swift-moving America today, the hardest
worker is the flanged steel wheel of the railroads, serving you dependably
at a lower average cost than any other form of general transportation, and
doing it at no expense to any taxpayer.

**Association of
American Railroads**
WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be
mailed to you for use in your classroom work upon your request for advertisement No. 20.

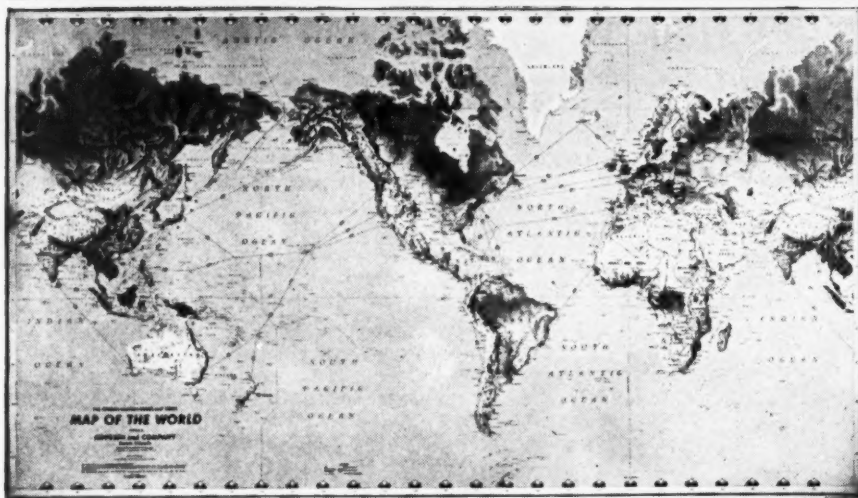


Editor's Note: Since Dr. George E. Arnstein left Oakland in September to become assistant editor of NEA Journal, his excellent book

reviews will no longer be available to CTA Journal readers. CTA staff members have filled in this month, with special credit due the two good doctors in the research department. Journal readers who have a special interest in the writing of book reviews are invited to correspond with the editor. Arrangements can be made in a few cases to forward books for review.

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



1st time—Famed map in size 32x18"

Up to now, this genuine Jeppesen relief map with its thrilling new 3-dimensional effect in natural-color was only available much larger and at \$15, up. Now, same map but in handy 32 x 18" size, only 25c

Time marches on. Maps don't stand still either. With coming of air age, man looked down upon the earth with a new perspective—hachure and contour maps became flat, "slow"; and teachers (like pilots) found themselves in need of something more 3-dimensional.

In answer came Jeppesen natural-color relief maps such as world map, above, that is in 3-dimensional-like picture form. It's such maps that are now used by airlines and schools.

Learning process is simplified and speeded up by this Jeppesen world map because it shows mountains, plateaus, lowlands as they look. And, this eliminates symbol interpretation.

3-dimensional—like picture form of this world map shows elevation and slope, which aids materially in teaching these concepts—difficult with ordinary maps as symbolization has no real meaning prior to knowledge and experience. Also, concept of height and depth need "3rd dimension", making map better learning tool.

Of Special Interest To Teachers

For this 32 x 18" new, relief map of world, as described, PLUS folder of a New Adventure in Geography; Teacher Tips for using; and United Airlines System Map by Jeppesen, with Classroom Aids by social science teacher. Write to JEPPESEN & CO., Stapleton Airfield, Denver 5 and send your name, address and 25¢. Post is paid.

Map above, as all Jeppesen Maps, shows clearly the very important relationship between terrain and man's economical, political, historical and social development. A thrilling experience.

Now students can clearly see terrain elements that so drastically affect life throughout the world. New, handy 32 x 18" size ideal for classes in geography, history, social studies, economics—the cost only 25¢ *postpaid* and includes other interesting, teaching aids.

Always a refreshing, delicious treat for you

The lively, tasty flavor and the smooth pleasant chewing of Wrigley's Spearmint Gum give you a little lift and help ease tension.



THE RESTORATION OF LEARNING.

By Arthur Bestor. New York: Alfred A. Knopf; 459 pp.; \$6.00.

Many members of the teaching profession, including this writer, will speak out as much in sympathy as in anger at Bestor's new blast from his citadel of academic respectability, the synod of the learned scholar, but we shall be angry indeed. His new book is a theme with variations. The theme is a familiar melody, announced with some cacophany in his earlier *Educational Wastelands*.

We shall have a measure of sympathy because many of us came through the public schools and colleges along the path he decks in such holy light. I for one enjoyed my liberal arts adventure, prospered with it, and would choose it again. I would wish it for my own children should they prove equal to the intellectual task it imposes. We shall be distressed that it has such an intemperate champion whose vituperation does little honor to his liberal education.

Most of us will question that this path is the one, the only, true way to individual human freedom. I recall numbers of my own classmates and pupils who fared ill with it, who repeatedly had to take its inevitable "D's" and "F's" and hated it with as much gusto as the adolescent spirit can muster. Only compulsory education kept them at it when many longed for a simpler and, for them, an achievable success in practical arts. I suspect that their lives' eventual satisfactions succeeded as much in spite of it as because of it.

We shall be angry for the snobbish excess with which Bestor indulges himself. In a problem area which is surely real and calls for deliberate examination, progress is not accelerated by bad-mannered name calling. The organized education profession is fully interested in improving the teacher education curriculum, even to the extent of leaving all "pedagogy" to an intern year following a full program of liberal arts preparation. We are working at it, and we expect to succeed. We do not relish insult.

A new book needs to be read for what it says as much as for what it writes. Bestor's will seem to say to many of us that he believes the following:

1. The content of education should be determined from the top down, by university professors, by those most distantly removed from the pupil but closest to the most abstruse and difficult concentrations of knowledge.

2. At each level of education, increasing difficulty or incompetence of students is proof of the failure of the preceding level to do its job. It is not necessary to visit schools to obtain direct evidence; one needs merely to read current educational literature.

4. The American public has long preferred the standard liberal arts curriculum, offered up as history, science, English, other languages, and mathematics and "carried progressively through the grades and continued and elaborated in college." Departures from this curriculum have been achieved over public protest by a conspiracy of teachers and professors of education because they despise learning.

5. We must label all but the mentally handicapped as failures if they do not meet standards of academic achievement comparable to university scholarship. We must not find other pursuits in which a sense of success can be felt by those whose talent and preference is to tend the herd, weld the seam, man the press, or tote the gun. These people, not masters of the venerable intellectual disciplines, cannot be trusted to preserve liberty and promote the general welfare.

6. Adoption in academic circles of the title "professor" by established and recognized educators is an inexcusable impertinence. These need only concern themselves with teaching procedures for which something like the title **education specialist** is more than sufficient. They should not meddle in philosophical matters, such as curriculum content.

7. So much "education" is required of teachers that an insufficient time is left for them to achieve adequacy in a field of learning, for which omission their pupils must suffer educational barrenness. The present (in California) elementary credential requirement of 27 units of "pedagogy" out of 120 college credits, and high school requirement of 22 units out of 144 are preposterous. A little on-the-job training will make an accomplished teacher of any liberal arts graduate. Witness the excellent teaching in our universities, where no pedagogy is required at all.

Our educational Cato says other things about democracy and education and contemporaneity, and to these we can give respectful ear. We doubt that the modern curriculum, like Carthage, must be destroyed. If Bestor did not mean to say so, I invite him to write differently. Better still, I invite him and his colleagues to descend from the ivory tower and take up posts in the public school classrooms for the next couple of years. Then go home and write a third book; we should all benefit by the result.

Mr. Bestor, put down the club; we professional educators will help you face the issues. We, too, recognize them as real problems. But put down the club.

—Kenneth R. Brown

ANIMALS IN ARMOR, Clarence J. Hylander. New York: Macmillan Company. 203 pp., \$3.50.

For the teacher who wishes further acquaintance with reptiles and for the young herpetologist who wants to know, this is a thoroughly acceptable source-book.

Reptiles as a group receive general treatment and each type of reptile is interestingly described. There are numerous illustrations. —M.M.

TEACHERS UNDERSTAND

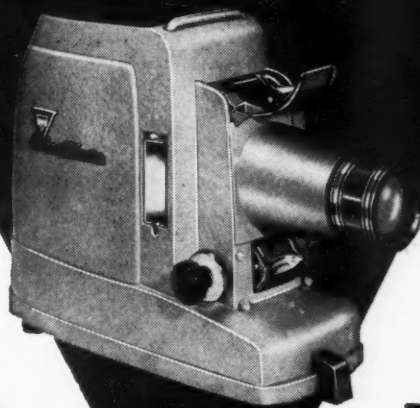
Virginia Pasley, a newspaperwoman, tackled an important and interesting topic in **21 Stayed**. (Farrar, Straus and Cudahy, \$3.50), referring to the 21—now 18—American soldiers who chose to stay with the Chinese Communists rather than to return to the United States.

With sympathy, insight and understanding, Mrs. Pasley did her best to assemble the

21 case histories by contacting parents, ministers, repatriated prisoners and other sources of information: "... of all the groups I talked to," she wrote, "the teachers stand out. From the four-room schoolhouse to the new million-dollar high school, they seldom forgot a child they had taught, even though he was a 'quiet one.' They understand their pupils better than do the parents. Above all else, they have an amazing humility and sense of responsibility. Over and over, from coast to coast, teachers would say, 'We have failed with that boy' or 'We should have done more to help him.'"

—G.E.A.

School Master Projectors **FREE** with SVE "Filmstrip-Projector Plans"



PLAN No. 1

With every \$200.00 order for filmstrips or slidesets selected from the SVE Educational Catalog, you will receive a \$64.50 School Master 300 Projector free of cost!

School Master
300

\$64.50

PLAN No. 2

With every \$300.00 order for filmstrips or slidesets selected from the SVE Educational Catalog, you will receive a \$84.50 School Master 500 Projector free of cost!

Call us for your copy of the new 56-page Society For Visual Education Catalog. It lists and describes thousands of filmstrips and slidesets. And be sure to ask about the "Filmstrip-Projector Plans."

SVE

YOUR AUTHORIZED DEALERS REPRESENTING
THE SOCIETY FOR VISUAL EDUCATION, INC.

CRAIG MOVIE SUPPLY CO.
1053 South Olive Street
Los Angeles 15, Calif.

ADULT EDUCATION, Homer Kempfer. New York: McGraw-Hill Book Company, Inc. 433 pp., \$4.50.

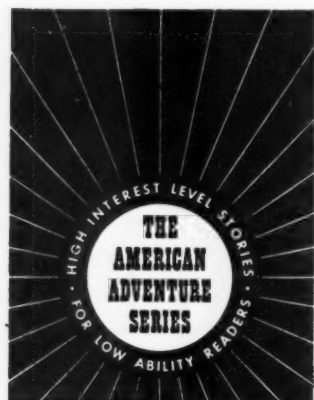
This book deals with the general purposes of adult education, the methods of developing adult education programs, and the specifics of organizing and administering such programs. The author is by far the most successful in his treatment of the first of these three areas; he is considerably less successful in dealing with the techniques of program development. He does show the pitfalls of various haphazard and formalized methods of setting up programs, but does not offer a complete discussion of positive methods of determining and setting up

adult school programs. The weakness seems to be partly due to the author's tendency to describe current practice in terms of the number of programs using certain techniques without evaluating the programs.

The weakness is particularly noticeable to one who is familiar with adult education in California. As far as the number of school systems involved, practices are as described in the book. And it is true that clear and concrete methods of developing successful programs do not stand out. This would appear to be due to the inclusion of much material from states and cities where adult education is not yet accepted as regular public school responsibility. Hence,

for most California educators, the book will be chiefly valuable for its consideration of the goals of adult education and its survey of current practices in the rest of the country.

Homer Kempfer is executive director of the National Home Study Council and was formerly a Specialist for General Adult and Post-High School Education with the U. S. Office of Education. He has also worked for six years with the Bureau of Adult Education of the New York State Education Department. —G.G.G.



FOR RETARDED READERS —SLOW LEARNERS



Edited by Dr. Emmett A. Betts, director Betts Reading Clinic, Haverford, Pa.

The American Adventure Series... "informs while it trains... entertains while it teaches."* This graded corrective reading series of fifteen authentic, illustrated, action-packed, book-length biographies appeal to both boys and girls and help stimulate independent reading.

The authoritative "Handbook on Corrective Reading" and easy-to-follow Teacher's Guide Books for each title have been prepared especially for busy classroom teachers.

* Dr. Edgar B. Wesley, Stanford University

Write today for free brochure about this graded corrective reading program which includes 17 x 22" four-color historic U. S. Trails Map to Dept. 16

WHEELER PUBLISHING COMPANY, 2831 SOUTH PARKWAY, CHICAGO 16

"...the answer to a teacher's prayer."

DR. GEORGE A. MURPHY, Pennsylvania State University

"...need for precisely this kind of material."

DR. ARTHUR I. GATES, Teachers College, Columbia University

READING FOR LIFE SERIES—Philadelphia. Lippincott.

YOUTH AND THE WORLD, 512 pp., \$3.80, is the newest book in this series. The collection by Charlotte C. Whittaker includes such authors as Conrad, Ibsen, Sandburg, Shakespeare, Confucius, Tolstoy and Thurber. Intended for upper high school years, it is designed to help the student know and understand peoples and cultures of other countries and to appreciate the world as it is brought to him by radio and television. A Teacher's Manual is available. Other books in the series, for lower high school years, are *From Here On* and *All Around the Land*.

Two books on music in education are commendable. *Music in Education* is a UNESCO publication, dealing with musical education around the world. It covers such topics as the philosophy of music education, music education in society, methods and aids in music education and the training of the teacher. An introduction to the book discusses the International Conference on the Role and Place of Music in the Education of Youth and Adults, held in Brussels in 1953. 335 pp., \$3.00.

MUSIC IN AMERICAN EDUCATION, published by Music Educators National Conference. 381 pp., \$4.75.

This book covers music in general education, administration of the program, music education and international relations, and goes into the music program from kindergarten years up through college and adult education programs. The book is organized in 30 chapters, divided into seven sections, and has an extensive appendix.

PAPER-BACKS

It is no news that paperback books are invading the educational field; now there is a Paper Editions Book Club in Palo Alto. The Club plans to publish a magazine devoted to news of current paperback books, and has a catalog listing selections and bonus books already available. Address is 2233 El Camino Real, Palo Alto.

Dell Publishing Company, long a paperback publisher, has sent more than 5,000 examination copies of its vocabulary book offering, *New Ways to Greater Word Power*, to English teachers throughout the country. The authors are Roger B. Good-

man and David Lewin. Both have taught in New York City schools, and Dr. Lewin has served as Director of English Studies in Israel. Tests and exercises are included in the book, and there is a Teacher's Guide provided with orders from schools and teachers.

Naturegraph Company, in San Martin, offers materials in the line the teacher would expect—anything to do with Nature. A Constellation Card Set helps to make the study of the stars easier and more interesting. A total of 36 cards comprises the set, giving instructions for use, picturing the constellations, and suggesting games. How to Make a Neighborhood Wildlife Album is another Naturegraph offering. Small, and selling for 50c, it gives complete description, from choosing your loose-leaf binder to making azolids and mounting specimens in the album. —V.T.

TRAVELING LIBRARIES

American Association for the Advancement of Science is planning a number of traveling libraries of science books suitable for students 14-18 years of age. The units are intended for use in small high schools as supplementary reading in scientific fields. There will be one set for each of ten U. S. geographical areas, with six high schools selected in each area after consideration of local library facilities, quality of the school's science department and cooperation offered by the school. Book recommendations for the libraries should be sent to Dr. Hilary J. Deason, administrator, High School Science Libraries, American Association for the Advancement of Science, 1025 Connecticut Avenue, N.W., Washington 6, D.C.

CARTOONS BY LANDIN

For teachers interested in using the cartoon technique for imparting knowledge to reluctant pupils, Les Landin, Saratoga teacher-cartoonist, has put together a notebook on his methods and techniques and is offering it for sale.

Les has supplied cartoons to CTA Journal for the past three years, and last year did a series of Journal covers. His cartoons have appeared in numerous other state and Canadian journals. He also appears every Thursday (5:30 p.m.) on KQED, Bay Area educational TV channel, using his cartoons to teach history to children on the "Buckskin Bob" show.

After teaching "Blackboard Techniques for Teachers" at San Jose State College during summer session, Landin provided a handbook for teachers on this subject. A number of teachers in the San Jose area have started to use this method of instruction. Landin has put his experiences and ideas into "Blackboard Matinee" which will sell for \$1.00. The booklet is mimeographed. It contains blackboard games and ideas for primary, intermediate and secondary teachers. Landin's address is 18915 Devon Avenue, Saratoga.

Great Books for Children

SCIENCE

EXPLORING SCIENCE (Thurber)—Grades 1, 2, 3, 4, 5, 6

In this *Science-Doing* series there are 6 books, one for each grade, 1 through 6.

Every page is set for pupil *action* to help children, *do, think, develop.*

NUMBERS

HAPPY TIMES WITH NUMBERS (Fershing)—Grades 1, 2

Arithmetic has meaning when these two workbooks are used. Abundant practice material.

READING

HAPPY TIMES WITH SOUNDS (Thompson)—Grades 1, 2, 3

Three books, one for each grade.

PHONICS IN ACTION (Thompson)

One book which may be used in grade 4, or 5, or 6.

California Representatives:

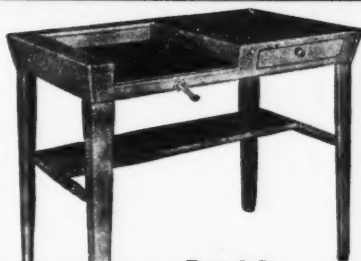
BERNARD F. HEMP - RALPH R. REES - ROBERT C. HAMILTON

ALLYN and BACON, Inc.

560 Mission Street

San Francisco 5

ALL METAL - ADJUSTABLE TYPEWRITER TABLE!



Dept. S-C

ADJUSTABLE UNIT

Elevates writing bed from 26" to 29½"

MOUNTED IN RUBBER

ALL-Connections from writing bed to table mounted in rubber! No vibrating or pounding.

FOR BUSINESS & SCHOOLS

Write for Literature

SEMCO SALES

PINELLAS INTERNATIONAL AIRPORT
ST. PETERSBURG, FLORIDA

A LETTER OF APPRECIATION

Dear Californians:

How I wish I might write a "Thank You Note" to everyone who helped with the campaign which elected me to the office of president of the NEA Department of Classroom Teachers at Chicago in July. Since this is not possible I am taking this means to express my gratitude for your work on my behalf and for the confidence you have in me. I pray that I will always merit your respect.

My sincere hope is that my service in this position will be a credit to Californians and that I will be able to make many worthwhile contributions to the great cause of Public Education.

Gratefully and faithfully yours,
Elizabeth A. Yank

**Invest your funds at
PACIFIC THRIFT**
Earn 5% interest payable
four times per year.
Funds received in person or
by mail before the 12th of
any month earn interest
from the 1st.
Phone or write for booklet.

5%



PACIFIC THRIFT and Loan
6399 Wilshire • WE, 3-5901
L.A. 48 • Suite 102 • Ground Fl.

CALIFORNIA NATURE STUDY

Books, models,
charts, games, etc.
Send for
FREE CATALOG.

NATUREGRAPH CO.
San Martin, Calif.



HELP WANTED

RETIRED teachers, principals, superintendents wanted as local school representatives by nationally-known publisher of HUMPTY DUMPTY'S MAGAZINE and CHILDREN'S DIGEST. High income possible on liberal percentage plan. For full details write Parents' Magazine Press, Educational Division, 52 Vanderbilt Ave., New York 17, N. Y.

FOR SALE

700 AUDITORIUM SEATS

We have approximately 700 upholstered auditorium seats in excellent condition for sale. Contact Business Manager, Oxnard Union High School District, P. O. Box 592, Oxnard, California. Phone: Hunter 3-5121.

★ FREE ON REQUEST ★

Before you buy books for your school or classroom library, we suggest that you send for our FREE graded, annotated catalog—"Books for Young People, 1955."

J. B. Lippincott Co., Box X-55,
School-Library Dept., Philadelphia 5, Pa.

Yours — for the Asking

Advertising in CTA Journal is written especially to help you learn about the new products and services that may prove valuable to you. Some of the advertisers will send you interesting booklets, charts, catalogs and other material, if you request them. You will need to write directly to the advertisers for some of the material. Others are listed below and may be ordered by using the convenient coupon at the bottom of this column.

34. High School Youth and Military Guidance—an orientation booklet for high school teachers and guidance counselors. (U. S. Army.)

35. The U. S. Army Talks to Youth—a unit for classroom use. (U. S. Army.)

36. Straight Talk About Staying in School—A 16-page message to high school students. Whether army or civilian life is ahead, this booklet points out some of the excellent reasons for completing high school. Available for class distribution. (U. S. Army.)

37. How to Decorate with new Improved Amazart colors, is an 8-page leaflet, packed with ideas for monogramming, lettering, painting on fabrics, wood, glass and other surfaces. Useful to teachers, craft workers, hobbyists. (Binney & Smith.)

38. Classroom Wall Charts on railroads and their place in the American life. A set of seven charts, each 22x34 inches, printed in several colors, with text. File-folded. Teaching suggestions on back. Adaptable for various grade levels. One set only per classroom. (Association of American Railroads.)

39. Jeppesen Relief Map of the world—As fully explained in the Wrigley ad in this issue. This famed map is now available in size 32x18 inches. Its 3-dimensional effect, showing elevation and slope, aids materially in teaching these concepts. Ideal for classes in geography, history, social studies, economics. The map plus folder of a New Adventure in Geography; Teacher Tips for using; and United Airlines System Map by Jeppesen for 25c. No C.O.D.'s. Send 25c with order. (Jeppesen Company.)

40. Educational Catalog of Filmstrips, Slidesheets and Equipment for grades 1 to 12. For ease in handling, it is organized into three main sections—primary, intermediate and high school. Under each section, organized by subject matter, are all the SVE filmstrips recommended for use in that area. (Society for Visual Education.)

TEACH HANDWRITING THE SIMPLE, PRACTICAL WAY *Imaginary Line* HANDWRITING SERIES

by Rebecca Mae Townsend

- ▶ Helps the child to visualize correct letter form, height, alignment, size, and spacing.
- ▶ Introduces all letters in related groups.
- ▶ Isolates skills and provides functional exercises.



The Imaginary Line Handwriting Series provides light blue Imaginary Lines, red dots, and red arrows to enable the child to see in detail the image of each letter or word and the movements necessary in forming them correctly and legibly. The plan is simple, but it works! Hundreds of teachers have used it and proved its effectiveness.

TWO COMPLETE PROGRAMS FOR GRADES 1-8

This series is flexibly designed so that it will fit any program of teaching. Four Worktext Editions—*Books 1* and *2* for manuscript writing in grades 1 and 2, *Beginning Cursive* for grades 3 and 4, and *Advanced Cursive* for grades 5-8—provide a complete program in consumable Worktext. For schools desiring non-consumable textbooks, nine Text Editions are available: *Books 1* and *2* for manuscript writing in grades 1 and 2, *Beginning Cursive* for grade 2 or 3, and *Books 3-8* for cursive writing in grades 3-8. Worktext Editions,

each: List, 40c; Net, 30c
Text Editions: *Books 1 & 2*,
each: List, 32c; Net, 24c
Beginning Cursive and *Books 3-8*,
each: List, 24c; Net, 18c
Teacher's Manual for the series:
List, 40c; Net, 30c

ACCESSORY MATERIALS

Convenient accessory materials, designed to give additional aid in your teaching program, are available.

Writing Pads	Writing Guides
Spelling Pads	Chart Paper
Practice Paper	Alphabet Cards

Write for complete information.

THE **Steck Company**
PUBLISHERS • AUSTIN, TEXAS

41. **Catalog** of books that will bridge the gap between fiction and facts for readers 6 to 9 years old. Each book description contains a chart showing grade interest level and grade reading level. (Children's Press.)

42. **Request Card** that will bring you a copy of the Teacher's Manual of "Music—Voice of the Universe," the 28th Annual Standard School Broadcast Course. This series of broadcasts will be divided into two groups of 13 broadcasts each—the fall programs will be devoted to "The Nature of Music," and those in the spring will emphasize the "Music of Nature." (Standard Oil Company of California.)

1. **Posture Posters** set of 7—designed for use in the classroom to illustrate the principles of posture and to assist teachers in maintaining healthful posture. (American Seating Company.)

10. **Facts** about writing short paragraphs for profit. (Benson Barrett Publishers.)

11. **Worktext Catalog** 80-page catalog. Lists worktext, workbooks, teaching aids, tests, readers, and library books in the fields of mathematics, science, music, reading, history, health, shopwork, and many others. (The Steck Company.)

14. **New four-color map** of historic U. S. Trails and information on the graded corrective reading program of the American Adventure Series. (Wheeler Publishing Company.)

16. **Teacher's Pet**. A series of practical suggestions for art and craft activities written by teachers for teachers. (Art Crayon Company.)

23. **Mill Creek Evaluates Children's Research** is a fictional story based on actual classroom experiences of teachers and children. In eight interesting scenes it suggests the many ways in which children can use encyclopedias at different grade levels to stimulate research for various objectives. (Field Enterprises.)

25. **Sit Up and Learn!** A booklet describing the educational significance of the three major parts of a school desk and their coordination. Primary consideration is given to the automatic control of the pupil's posture through William James Barger's integrated designs of pedestal, seat-back, and

desk top. (General School Equipment Co.)

26. **Nature**. A catalog listing books, models, charts, games, booklets, maps and collections which are obtainable for classroom use. (Naturegraph Co.)

28. **Reproduction** of portrait of the real Davy Crockett, done by S. G. Osgood, lithographer, together with a copy of Crockett's handwritten acknowledgment of it. Size 10 3/4" x 15 1/4", suitable for framing. Limit one to a teacher. (School and Library Division, Spencer Press, Inc.)

30. **Graded Catalog** of children's books and Classified Catalog of books for high school libraries. (J. B. Lippincott.)

45. **Information** about employment for retired educators as sales representatives for "Humpty Dumpty's Magazine" and "Children's Digest." (Parents' Magazine Press.)

46. **Catalog** of full-length rental films for high schools. Fully annotated and illustrated and provides subject index and age level gradings. Listings of 16mm. films available for first time include Annapurna and Pickwick Papers. (Brandon Films, Inc.)

47. **Investment information**. Your money earns 5 per cent a year with this investment company. Booklet available. (Pacific Thrift and Loan.)

READING SUGGESTIONS ON MORAL AND SPIRITUAL VALUES ARE LISTED

Bower, William Clayton—**Moral and Spiritual Values in Education**, University of Kentucky Press.

Hay, Clyde Lemont—**The Blind Spot in American Public Education**, Macmillan Company.

Jones, Vernon—**Character and Citizenship Education**—A syllabus for use in teacher training, NEA.

Landis, Benson Y.—**Our Moral and Spiritual Resources**—A guide for discussions, National Council of Christians and Jews.

Montagu, Ashley—**Helping Children Develop Moral Values**, Chicago, Science Research Associates.

USE THIS COUPON

State Teachers Magazines, Inc.
Dept. A, 307 N. Michigan Ave.
Chicago 1, Illinois

Available in
school year of
1955-56 only

Send me the items covered by the numbers circled. I indicate quantity desired where more than one copy is available. 3c is enclosed for each number circled.

34. 35. 36. 37. 38. 39. 40. 41. 42. 1. 10. 11. 14. 16. 23. 25. 26. 28. 30.
45. 46. 47.

Name.....

Subject..... Grade.....

School Name.....

School Address.....

City....., California

Enrollment: Boys..... Girls.....

Sales are at
an all-time High

... yet we can offer

IMMEDIATE DELIVERY

of Barger-designed
classroom furniture

write
for free booklet, "SIT UP AND LEARN"

Distributed in California by:

FIELDS COMPANY SHELburne's STATIONERY
2025 Blake Street 1931 Mariposa
Berkeley Fresno

General



School Equipment Co.
869 Hersey Street St. Paul 14, Minn.

Featuring the designs of William James Barger

NOW FOR LEASE!
IMPORTANT FEATURE
FILMS FOR USE IN
SCHOOL FILM
LIBRARIES

Exclusive Releases

First Time in 16mm, incl:

ANNAPURNA

Actual film record in color of Maurice Herzog's Himalaya expedition, with a wealth of "behind-the-scenes" human interest and natural history. "... the most terrifyingly beautiful pictures ever to move across the screen."—TIME Mag.

THE PICKWICK PAPERS
PASSION FOR LIFE
ELEPHANT BOY
JUNGLE BOOK
and many others

TEACHERS:

Ask your A-V Director
if ANNAPURNA can be
supplied.

A-V DIRECTORS:

Why not broaden your
service with selected
feature films?

Preview prints and lease prices on request
—refer to this ad.

SALES DIV.
DEPT. CTA BRANDON FILMS, INC.

200 West 57th St. New York 19, N. Y.

Six Important Questions

WHILE the ink is still wet on this page, 3000 California citizens will be in Sacramento, trying to find answers to six perplexing questions. The Governor's Conference on Education will study:

1. What should our schools accomplish?
2. How can we organize our schools more efficiently and economically?
3. What are our school building needs; how can we meet them?
4. How can we get enough good teachers . . . and keep them?
5. How can we finance our schools?
6. How can we obtain a continuing public interest in education?

Recommendations, even partial solutions, may be expected from the state conference. Discussions will provide a running start for the 98 California delegates who will attend the White House Conference on Education scheduled for November 28. Although representation on both national and state levels will be drawn from all levels of community life, the teaching profession will actively participate. Gardiner Johnson, CTA legal counsel, is general chairman of the governor's conference and Dr. Robert Gillingham, CTA president, is secretary of the sponsoring California Education Study Council.

In the greatest stock-taking in educational history, the meeting in Washington called by President Eisenhower will focus public thinking on the problems of the public schools. It is reasonable to expect that opinion growing out of the country's "grass-roots" will result in remedial legislation at both state and national levels. The debate on federal aid will dominate most of the discussions. The economic and social facts of life will be laid on the table. The public will hear the debate, will study the recommendations and their alternatives, and will do something about them.

Journalism students are familiar with the line credited to Kipling about "six honest serving men." The six questions before regional, state, and national conferences will similarly serve . . . the who, what, why, when, where, and how of critical problems in education will be isolated and defined for the citizen to see.

Lead the Student to Light

DON'T teach them what they already know; teach them what they don't know. In these words, a letter from my former teacher recalled the theories she held important. Recalling some events of 35 years ago, she described a "bright-eyed fifth-grader who was scared to death of arithmetic." She said she let me struggle over my simple math problems, excusing me for those studies which came easier. She triumphantly added ". . . and you overcame your difficulties." Although the third R always remained cozily in third place, she probably gave it a cloak of recognition.

The theory is trite, almost meaningless, and certainly an aphorism of dubious distinction. But exciting the

student's interest in an area of weakness is good pedagogy, even if the act requires something just short of legerdemain.

To "teach them what they don't know," both teacher and student must face realities which are usually distasteful. If they studiously avoid the difficulties and remain safely and comfortably in areas of comparative security, both deserve inevitable failure. By ingenious observation and reevaluation, the teacher can become an exciting and stimulating personality, leading the student into vast wastelands which become suddenly flooded with bright promise and beauty.

A Formula to Remember

LETTERS and manuscripts which cross my desk frequently deal with the problems of the teacher's mental health. At first I refused to believe that the subject was important; now I am convinced that it must not be ignored. The other day I read—source forgotten—a few lines which I jotted down. I recommend this brief formula as the best guarantee of good mental health and I hope it gets pasted in a lot of note-books:

Face problems squarely; live in the present.

Get plenty of rest, food, and recreation. The tired and hungry person has a poor tolerance for emotional tension.

Have a major goal and several minor ones. They give direction and provide opportunities for success.

Give others the right to be wrong, different, or even peculiar.

That English Language

THE storm of controversy over "a pound of Flesch" has not waned. So fierce has been the counter-charge of reading specialists we almost lost sight of the real culprit: the English language. Harold Goddard of Scott, Foresman & Co. has sent me a little piece called "Our Queer Language," source unknown. It may illustrate our difficulties in teaching reading:

When the English tongue we speak
Why is "break" not rimed with "freak?"
Will you tell me why it's true
We say "sew," but likewise "few";
And the maker of a verse
Cannot cap his "horse" with "worse?"
"Beard" sounds not the same as "heard";
"Cord" is different from "word";
Cow is "cow," but low is "low";
"Shoe" is never rimed with "foe."
Think of "hose" and "dose" and "lose";
And think of "goose" and yet of "choose."
Think of "comb" and "tomb" and "bomb";
"Doll" and "roll" and "home" and "some,"
And since "pay" is rimed with "say,"
Why not "paid" with "said" I pray?
We have "blood" and "food" and "good";
"Mould" is not pronounced like "could."
Wherefore "done" but "gone" and "lone?"
Is there any reason known?
And, in short, it seems to me
Sounds and letters disagree.

CORDIALLY YOURS..... J. Wilson McKenney

at home,
at work or
on the way

There's
nothing
like a

Coke

1. FOR TASTE . . . bright, bracing,
ever-fresh sparkle.
2. FOR REFRESHMENT . . . quick energy,
with as few calories as half an
average, juicy grapefruit.



"COKE" IS A REGISTERED TRADE-MARK

COPYRIGHT 1955, THE COCA-COLA COMPANY

CTA Members now save \$45* on car insurance in this CTA-approved plan!

Dr. Robert C. Gillingham
President of the California
Teachers Association and
teacher at Compton College

... and this is the only statewide automobile
insurance plan sponsored by our California Teachers
Association—for these important reasons:

Approved by State Council of Education!

**Underwritten by California Casualty Indemnity Exchange, one of
the nation's strongest companies!**

**Dr. Frank W. Parr, Asst. State Executive Secretary of CTA, repre-
sents us on the underwriter's advisory board!**

Policyholders have no assessment liability!

**Claims service throughout U. S. and Canada, with 35 offices to
give local claims aid in California.**

Savings are currently 40 per cent of standard rates!

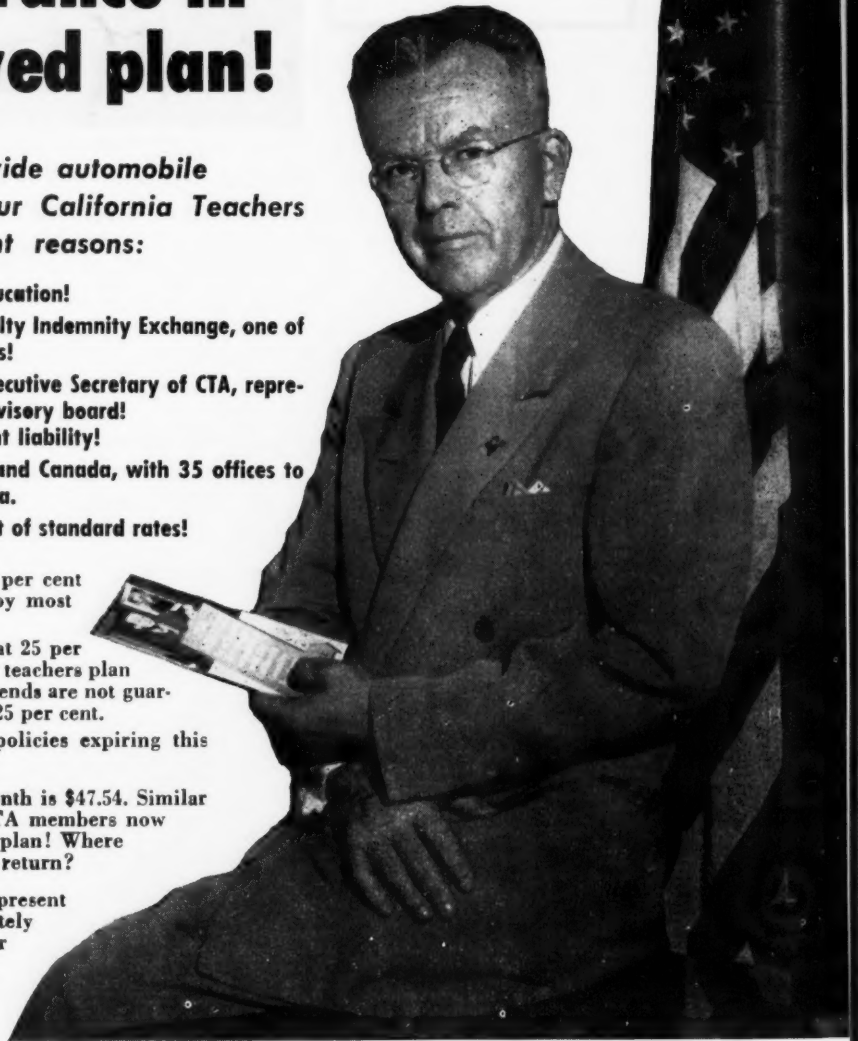
*Our first saving is an initial discount of 20 per cent
off the standard, or "Board," rates charged by most
companies for major coverages.*

*Our second saving is a dividend estimated at 25 per
cent of premium, based primarily on claims of teachers plan
members and paid at end of policy year. Dividends are not guar-
anteed, but for 26 months have averaged over 25 per cent.*

*Our combined discount and dividend on policies expiring this
month is 40 per cent of standard rates.*

*Average saving on policies expiring this month is \$47.54. Similar
savings are expected for more than 19,000 CTA members now
enrolled in this low-cost automobile insurance plan! Where
else can we invest \$12 and get an estimated \$45 return?*

WHAT TO DO NOW—No matter when your present
insurance expires, fill in the coupon completely
and return it *today*. Thirty days before your
policy expires we will mail you three sug-
gested plans with exact premiums and esti-
mated dividends for covering your car.



CUT ALONG THIS LINE AND MAIL TODAY

CALIFORNIA CASUALTY INDEMNITY EXCHANGE—TEACHERS PLAN • 22 Battery Street, San Francisco 11 • 417 South Hill Street, Los Angeles 13

YES, I AM INTERESTED . . . in your plan which may save me 40 per cent on car insurance. Please send me your exact costs and estimated savings for my particular car. *This request does not obligate me to become a policyholder.*

| | | | | |
|--|---|--|---|--|
| Teachers
Name _____ | Age _____ | Birth
Date _____ | School
Name _____ | School
City _____ |
| Spouse's
Name _____ | Age _____ | Birth
Date _____ | Spouse's
Occupation _____ | Employer _____ |
| Residence Address:
No. and Street _____ | | | City _____ | Zone _____ |
| Data on OTHER drivers of THIS vehicle who are resident in household: | | | | |
| Name _____ | Age _____ | Birth Date _____ | Check One
Male <input type="checkbox"/>
Female <input type="checkbox"/> | Relationship _____ |
| | | | Male <input type="checkbox"/>
Female <input type="checkbox"/> | Driving Status (Check One)
Principal Driver <input type="checkbox"/> Occasional Driver <input type="checkbox"/> |
| | | | Male <input type="checkbox"/>
Female <input type="checkbox"/> | Principal Driver <input type="checkbox"/> Occasional Driver <input type="checkbox"/> |
| Car
Year _____ Make _____ | Model (Fleetline,
Deluxe, etc.) _____ | Body
Type _____ | Date
Purch. _____ | No. of
Cyls. _____ |
| Date Present
Policy Expires _____ | Is there a
loan on car? _____ | If "Yes," give name and address
of bank or lending agency _____ | Motor
No. _____
(If none, give serial or ID number) | |
| Month _____ Day _____ Year _____ | If "Yes," give number
of miles ONE way _____ | Is car also used in
spouse's occupation? _____ | School
Phone No. _____ | Most recent
CTA No. _____ |
| Is car usually driven to work?
(Yes or No) | | Do you own
other cars? _____ | If "Yes," give company
now insured by _____ | |

**SERIAL ACQUISITIONS
STATE UNIVERSITY OF
IOWA LIBRARIES
IOWA CITY IOWA 5-36**

**To quote the LOWEST RATES to which you are entitled we must
have ALL data requested. FOR IMMEDIATE COVERAGE phone collect:
S.F.—Sutter 1-2600; L.A.—MAdison 6-1461.**

OFFICE USE

Terr. _____
Sym. _____
Coll. _____

C-1055